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ABSTRACT

This report describes a graduate program at the University of Vermont's Center for Developmental Disabilities. The program's objective was to prepare essential early educators to meet Vermont's need for highly trained early childhood special educators to assume educational leadership roles. Upon successful completion of the training program students were prepared: (1) to provide individualized, family-centered, special education services to young children with disabilities and their families; (2) to provide direct and consultative services across home, center, and integrated community-based settings; (3) to work with other agencies and disciplines to implement a comprehensive, coordinated system of services for young children with disabilities and their families; and (4) to assume the multiple educational and leadership roles required for establishing, coordinating, implementing, and evaluating early childhood special education programs in rural, sparsely populated settings. Six appendices comprise the bulk of the document: (1) Characteristics of Family-Centered Practitioners Checklist; (2) Family-Based Experience; (3) Practicum Manual (which comprises about half the document); (4) Student Evaluation by Competencies; (5) Sample Evaluation Forms; and (6) Evaluation Summaries. (LL)

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84.029B
Preparation of Personnel
for Careers in Special Education

PREPARATION OF SPECIAL EDUCATORS IN ESSENTIAL EARLY EDUCATION

Funding Period: August 1989 - July 1992

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FINAL REPORT

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FINAL REPORT

Preparation of Special Educators in Essential Early Education
84.029B

I. INTRODUCTION

This is the final report for 84.029B Preparation of Special Education in Essential Early Education funded from August 1989 to July 1992. This project offered both a 36 credit hour preservice program to Early Childhood Special Educators at the M.Ed. and Certificate of Advanced Study (CAS) levels. Upon successful completion of the training program students were prepared to: 1) provide individualized, family-centered, special education services to young children (birth to five) with disabilities and their families; 2) provide direct and consultative services across home, center, and integrated community-based settings; 3) work with other agencies and disciplines to implement a comprehensive, coordinated system of services for young children with disabilities and their families; and, 4) assume the multiple educational and leadership roles required for establishing, coordinating, implementing, and evaluating early childhood special education programs in rural, sparsely populated settings.

II. PROGRAM OBJECTIVE

To prepare 5 to 10 master's level Essential Early Educators (yearly) to meet the need for highly trained early childhood special educators to assume educational leadership roles in Vermont.

III. TRAINING PROGRAM

A. Program Overview

The pre-service training program was designed to accommodate both full- and part-time students. Full-time students enrolled in 12 credit hours of coursework and practicum during the fall and spring semesters and 6 credit hours in each of two summers. Since part-time students were typically working full-time in an Essential Early Education program, coursework and practicum schedules were designed to accommodate their job responsibilities.

B. Rational and Philosophy of the Training Program

The Early Childhood Special Education personnel preparation program was committed to preparing Essential Early Educators who could provide family-centered, integrated early childhood special education service to young children and families within community settings. In order to accomplish this goal the Essential Early Education (EEE) personnel preparation program reflected a competency-based, family-centered, and integrated approach to personnel preparation.

1. Family-Centered Approach to Service Delivery

The family-centered approach states that families are the "constant in the child's life" (Shelton, Jeppson & Johnson, 1987). At the direct service level this approach places families at the center of a service delivery system and requires that the goals and activities that define early childhood special education services are flexible and responsive to family identified concerns and priorities. Toward this end the EEE personnel preparation program made a commitment to modeling the importance of parent-professional partnerships by enlisting parents as partners in the personnel preparation process. The EEE program developed a collaborative relationship with Parent-to-Parent of Vermont, a program which provides informational and

emotional support to families of children with special needs. Parent-to-Parent staff participate as full members of the personnel preparation team, co-facilitating practicum seminars on issues related to family-centered early intervention service delivery, participating in the design, implementation, and evaluation of core coursework and practicum activities, and coordinating and providing supervision for family-based practicum experiences. Parent-to-Parent staff also participate as members of the EEE program's advisory board. In addition, Parent-to-Parent staff worked with EEE program faculty to develop the "Characteristics of Family-Centered Practitioners Checklist" (see Appendix A). This checklist was developed to assist individuals working with young children with disabilities and their families to translate the principles of the family-centered approach into action. It is currently being used as both a teaching and evaluation tool.

One of the most critical aspects of their collaborative relationship with Parent-to-Parent of Vermont is the provision of a family-based practicum experience. This experience was designed to provide interns with an in-depth experience with a family of a child with a chronic illness or disability. Through this experience students develop an understanding of the elements of a family-centered approach, demonstrate the ability to translate the approach into action, and develop a working knowledge of the ways in which existing systems and policies can become more responsive to family needs and priorities. A detailed description of this experience can be found in Appendix B.

2. Integrated Approach to Service Delivery

Early childhood special educators who work with preschoolers with disabilities and their families must be prepared to "reach beyond the traditional boundaries of practice to integrate a range of services in order to meet multiple and complex" (Fenichel & Eggbeer, 1990, p. 6). By addressing critical issues such as educational relevance, gaps, overlaps, and contradictions in services, the role of various related service providers, and LRE, the EEE personnel preparation program

stressed an integrated approach to service delivery which extends beyond the minimum requirements of IDEA and is consistent with what have been identified as "promising practices" (Giangreco, Edelman & Dennis, 1991). This approach requires early childhood special educators to be prepared to develop a "common framework and purposely identify and pursue a unified set of goals (Giangreco, Cloninger & Iverson, 1990, p. 9). This framework and unified set of goals enables team members to develop Individual Education Plans (IEPs) that are cohesive, relevant to both the child and family, and enhances the child and family's participation in community-based settings. The EEE personnel preparation program facilitated the acquisition of skills necessary to provide integrated services by insuring that early childhood special education interns were provided with numerous and varied **course** and **practicum** related opportunities to interact with parents and individuals from related fields.

a) **Coursework and Program Faculty**. EEE graduate students were required to take at least three courses that provided opportunities for them to interact with students and faculty from other disciplines. These courses, Developing a Constructionist's Curriculum for Three to Six Year Olds, Language Development, and Physical and Developmental Characteristics of Individuals with Multiple Disabilities, have historically been taken by students from the disciplines of; human development (including early childhood and physical education), allied health (including physical therapy), communication disorders, and special education. This diverse student group provided opportunities for EEE graduate student to explore issues related to families and child development with individuals with different background, training, experiences and perspectives These opportunities were considered essential for students who were preparing to work with families who will be interacting with a number of services providers each of whom will bring a different perspectives to their interactions with the children and families. In addition to assuring that EEE students have opportunities to interact with students and faculty from other disciplines in the courses identified above, the EEE program included professionals from a variety of disciplines, agencies, and family members as guest lecturers in the core courses.

b) **Practicum Sites.** EEE students were provided with practicum opportunities that enabled them to work with families, and related services professionals in the

development, implementation, and evaluation of IEPs. All practicum sites reflected an integrated approach to service delivery. As a result, interns had the opportunity to develop the ability to integrate occupational and physical therapy, speech and language, and special education goals and objectives within a developmentally appropriate early childhood program. In each site, interns worked with children and families who are receiving multi-disciplinary services requiring them to develop competence in working in a collaborative, interdisciplinary manner. In addition, faculty at the Center for Developmental Disabilities with backgrounds in the fields of occupational and physical therapy participate as members of the EEE training team and supervise a practicum component that requires interns to work with at least one family of a child with multiple disabilities. This component of the practicum experience brought families and professionals from a variety of disciplines together to develop, implement, and evaluate a service plan that provides comprehensive, coordinated, and interdisciplinary services.

3. Community-Based Services

The EEE personnel preparation program goals and activities were also guided by the belief that communities are enhanced by the full participation of children with disabilities and their families. It follows, therefore, that early childhood special education services should not separate children and families from their community. In order to assure that students could competently provide early childhood special education services that facilitated/supported young children with disabilities and their families participation in typical community settings, it was critical that interns have opportunities to develop:

a) knowledge of typical child development;

b) knowledge of the critical components of early childhood programs that support optimal child development;

c) an understanding of strategies for adapting/modifying environments, materials, and approaches to meet the specific needs of a young child with disabilities; and,

d) the ability to translate knowledge into action by designing, implementing, and evaluating programs/activities for a child with a disability that facilitate full participation in a community-based, mainstream program and ensures the accomplishment of IEP goals and objectives.

While these competencies were addressed at various levels throughout the personnel preparation program coursework, assignments, and practica requirements, they were specifically addressed through the following program requirements:

I. **Requirement to successfully complete ECHD 295 at the beginning of the EEE graduate program**. Successful completion of this practicum-based course required students to demonstrate the ability to integrate a knowledge of child development with knowledge of the multiple dimensions of a supportive preschool environment in order participate in the design, implementation, and evaluation of a three week integrated preschool program.

II. **Requirement to successfully complete EDSP 310.** Successful completion of this course required students to demonstrate the ability to: 1) design, implement, and evaluate programs/activities for a child with a disability; 2) identify strategies for meeting the needs of a child with a disability within the context of a typical preschool program; and, 3) identify and discuss strategies for adapting/modifying a variety of activities, materials, and approaches for a child with a disability.

III. **Requirement to successfully complete a practicum experience in a community-based, mainstream preschool setting**. Successful completion of this experience requires students to demonstrate the ability to: 1) design, implement, and evaluate programs and/or activities for a child with a disability; 2) identify, implement, and evaluate strategies for meeting the needs of a child with a disability within the context of a typical preschool program; and, 3) identify, implement, and evaluate strategies for adapting/ modifying a variety of activities, materials, and approaches for a child with a disability within the context of a typical preschool program.

IV. **Requirement to successfully complete an Early Childhood Observation experience.** Successful completion of this component required students to observe mainstream early childhood settings that serve as EEE practicum settings. Students were required to: 1) become acquainted with the

philosophical bases, practices, and policies of each other's practicum settings; and, 2) develop awareness and appreciation of the variables that contribute to developmentally appropriate practice in integrated early childhood settings.

C. Practicum Experiences

Each student's practicum experience was designed to provide them with opportunities to demonstrate competencies first learned through coursework and then generalized to practicum settings. Each trainee completed two full semesters of practicum that incorporated a variety of experiences. Students spent a minimum of 25 hours each week in practicum related activities for 16 weeks each semester. The total number of hours spent in practicum during the academic year was 800 hours. Part-time students who were working with children ages 3 to 5 with disabilities and their families as part of job-related responsibilities addressed practicum requirements through their job. Student's worked with their practicum supervisor to identify those components of their job that were most closely related to practicum requirements. When there was not a match between job related responsibilities and practicum requirements the supervisor and student developed a plan that would allow the student to develop all of the required competencies. Students continued working on practicum-related competencies until all competencies were mastered. Practica experiences fell into two major categories: **classroom management** and **case studies**.

Through the classroom management experience students were required to demonstrate the ability to: 1) design, implement, and evaluate activities that are appropriate for the developmental age and abilities of the children attending the preschool program; 2) design, implement, and evaluate programs/activities for a child with a disability; 3) identify, implement, and evaluate strategies for meeting the needs of a child with a disability within the context of the ongoing preschool program; and, 4) identify, implement, and evaluate strategies for adapting/modifying a variety of activities, materials, and

approaches for a child with a disability within the context of the mainstream preschool program.

The following nine activities outline the requirements of the case study components of the practica experiences:

a) **Instructional Programs.** Each student developed, implemented, and evaluated **two** instructional program plans for helping an individual (parent, child, child care worker, related service provider) acquire a new skill or behavior. The content of this instructional program was identified by the intern in collaboration with the parents and other appropriate IEP team members and was related to the goals and objectives identified on the IEP. Interns were required to design, implement, and evaluate at least one instructional program with a child.

b) **Transition Planning.** Each student participated in planning and facilitating the transition of a child and family from EEE services to kindergarten and other regular educational environments (e.g., cafeteria, playground). A transition plan identifying activities, timelines, assignment of responsibilities, and family goals for the transition process was developed, implemented, and evaluated.

c) **Community-Based Consultation.** Each student consulted with and assisted others in the development, implementation, and evaluation of an "intervention" program within a community-based early childhood setting. The particular goals and design of this relationship were directed by the outcomes identified on the IEP and family priorities for their child in the mainstream setting. The design of the intervention plan was determined in collaboration with the child's family and the community setting staff.

d) **Child Find.** This case study focused on the Child Find activities of an EEE program including: community awareness, referral, and screening. Each student was required: 1) become familiar with all activities related to the overall child find process; 2) identify and discuss the collaborative relationships between the EEE program and other community agencies/programs as they relate to child find activities; 3) assume responsibilities related to community awareness, and the referral process; 4) participate in screening activities; and, 5) identify and discuss (in detail) issues related to the EEE program's Child Find activities.

e) **Comprehensive Evaluation.** Each student participated in the planning and implementation of a comprehensive evaluation process for **two** young children. This case study addressed five critical activities: 1) the design of an evaluation plan, 2) implementation of the plan, 3) writing the evaluation report, 4) determination of eligibility, and 5) reflective and critical analysis of the process.

f) **Individual Educational Program.** Each student participated as a member of an IEP team for at least **two** children and their families. Students were required to participate in the development of an initial IEP, the revision of an existing IEP, or the development of an IEP for the following school year. Through the IEP process students focused on decisions related the identification of goals and objectives, related services, and placement.

g) **Case with the Family of a Children with Multiple Disabilities.** Each student participated as a member of an interdisciplinary team for a child who met multiple disabilities eligibility criteria under Vermont regulations. The extent and nature of the activities involved in this care study were determined by the team including the family and were documented in the form of a year-long action plan composed of a number of related short-term objectives. **This experience was designed, implemented and supervised by project staff in collaboration with the State Interdisciplinary Team for Intensive Special Education.**

h) **Family-Based Experience.** The focus of this experience was to provide interns with the opportunity to learn directly from a family rather than from reading or attending lectures about families. This practicum components provided interns with an in-depth experience with family of a child with special health care and/or educational need(s). Through this experience interns acquired an understanding of the elements of a family-centered approach and demonstrated a working knowledge of the ways in which existing systems and policies can become more responsive to family concerns and priorities. The experience was composed of two phases: "Getting to Know the Family" and "Implementation of a Plan". **This experiences was designed, implemented, and supervised by project staff in collaboration with Parent-to-Parent of Vermont.**

i) **Observation of an Early Childhood Environment.** The early childhood observation experience was designed to provide each student with the opportunity to observe a variety of mainstream early childhood settings. Observations were

made at each of the early childhood special education practicum sites. In the course of this experience students: 1) become acquainted with the nature of each others' practicum settings, and 2) developed an awareness and appreciation of the variables that contribute to developmentally appropriate practice in integrated early childhood settings. **This experience was developed, implementation, and supervised by program staff in collaboration with the Early Childhood Program of the Department of Human Development.**

Specific requirements for each component are outlined in the practicum manual included in Appendix C. The practicum manual was revised yearly based on student feedback. The version of the manual included in Appendix C represents a version completed in September 1992 by a group of past graduates who were supervised by program faculty. Final revisions were designed to ensure practicum requirements were written clearly and communicated flexibility. In addition, the final revision includes reference materials related to each requirement.

D. Coursework

Students were enrolled in coursework offered by The Center for Developmental Disabilities, Special Education, Early childhood, Communication Science and Disorders, and Foundational Studies. Students' coursework was individually designed to extend and supplement their practicum experiences and insure that they developed identified program competencies. Program competencies were arranged in 12 Competency Clusters for Preparing Essential Early Educators including:

* Child Development
* Collaborative Teaming
* Family-Centered Approach
* Professional Development
* Consultation and Training
* Social Policy
* Assessment

* Curriculum
* Individualized Education & Individualized Family Service Plan (IEP/IFSP)
* Transition Planning
* Program Evaluation
* Program Administration

Competencies were derived from the research literature, proposed Vermont certification standards, and the experience of project faculty. Complete competency lists can be found in Appendix D.

VI. PROJECT ACCOMPLISHMENTS

A. Recruitment of Students

During the three year project period, 18 students successfully completed the EEE personnel preparation program. The following chart provides an overview of the number of trainees completing the program during each of the three project years.

Year	Number of Graduates
1989-1990	7
1990-1991	6
1991-1992	5

B. Program Evaluation

Both formative and summative evaluation were used to evaluate existing program activities and set direction form program change. Specifically, four types of formative evaluation data were collected: course evaluation, practicum evaluation, and advisor and practicum supervisor evaluation. In addition, summative evaluation objectives were addressed by asking students to complete Student Evaluation of the Overall Program forms at the time of graduation. Evaluations were

reviewed by program faculty and the Special Education Department training team at the end of each semester. Revisions in course requirements and content were made based on students and training team feedback. Sample evaluation forms can be found in Appendix E. Student feedback on the overall program can be found in Appendix F.

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APPENDIX A

"Characteristics of Family-Centered Practitioners Checklist"

CHARACTERISTICS OF

FAMILY-CENTERED PRACTITIONERS

Developed by: *Angela Capone* *Jane Ross-Allen*
Center for Developmental Disabilities
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Parent-to-Parent of Vermont

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1

Characteristics of Family-Centered Practitioners

Family-centered practitioners are those who recognize, respect, and support the central role that families play in their child's life.

INDICATORS	PROVIDE EXAMPLES OF WHEN THIS DID HAPPEN, DIDN'T HAPPEN, WHY OR WHY NOT
Family-Centered Practitioners: 1. create opportunities for the family to share concerns, priorities, and resources on an on-going basis. 2. provide opportunities for families to acquire new knowledge, skills, and confidence. 3. recognize and build upon family identified strengths and abilities. 4. communicate with families in a culturally competent manner. 5. gather information from families in a way that is comfortable for family members (e.g., use a variety of informal/formal interview methods). 6. encourage families to consider their informal networks as a resource for on-going support. 7. acknowledge and respond to any family identified needs (e.g., providing families with information regarding the availability and location of other support services and organized community activities). 8. include families in all planning and decision making activities at whatever level families choose to participate.	

Characteristics of Family-Centered Practitioners

Family-centered practitioners are those who recognize, respect, and support the central role that families play in their child's life.

INDICATORS	PROVIDE EXAMPLES OF WHEN THIS DID HAPPEN, DIDN'T HAPPEN, WHY OR WHY NOT
Family-Centered Practitioners: 9. provide services that minimize disruptions in family schedules. 10. discuss the variety of options for service delivery: who, what, where, when and why. 11. create opportunities for families to increase the competence of others who interact with their child. 12. allow reciprocity. 13. respond to family's changing and on-going information needs by providing information through a variety of appropriate learning modes (e.g., video, audiotapes, written reports, journal articles) and at a number of different times. 14. provide opportunities for families to give on-going feedback regarding the services they receive and the manner in which the services are provided. 15. act upon the feedback provided to them by the families they work with. 16. seek input from families regarding program policies and practices that govern the delivery of services. 17. say they don't know when they don't know, but say they will find out.	

APPENDIX B

Family-Based Experience

FAMILY-BASED EXPERIENCE

The family-based experience provides interns with the opportunity to learn directly from a family rather than from reading or attending lectures about families. This practicum component provides interns with an in-depth experience with a family of a child with a special health care and/or education need(s). Through this experience interns will: acquire an understanding of the elements of a family-centered approach, incorporate the elements of a family-centered approach into all aspects of their practicum experience, and demonstrate a knowledge of the ways in which existing systems and policies can become more responsive to family concerns and priorities.

Each intern has a Parent-to-Parent supervisor who is available to provide resources and support. A minimum of 2 meetings with each intern will be held during each of the fall and spring semesters. However, the Parent-to-Parent supervisor will be available to meet with individual interns on a weekly basis to discuss any issues regarding the implementation of a family-centered approach. It is the responsibility of the intern to communicate any additional supervision needs to the Parent-to-Parent supervisor.

"The Family-Centered Characteristics" as well as *Family-Centered Care for Children with Special Health Care Needs* are excellent resources for this activity. Parent-to-Parent of Vermont, located at the Champlain Mill also has a lending library with many valuable resources.

Guidelines

The family-based experience has been designed to be implemented in two phases. The requirements and written components of each phase are described below.

PHASE I (Fall Semester) GETTING TO KNOW THE FAMILY:

1. **MAINTAIN A LOG OF THE TIME SPENT WITH THE FAMILY:** You will be asked to submit a log of the time you spent with the family throughout the year including a brief description and a brief reflection of each activity. **Phase I Activities** include:

   a. Initial visit with the family
   b. On-going contact with the family (weekly or on a schedule that meets the family's needs)
   c. Attend a physician's appointment

d. Attend an IEP or other conference held with the school
e. Observe the child in a setting where services are being provided (school, childcare, home, therapy)
f. Have a meal with the family
g. Provide respite (spend enough time with the children so that the parent(s) will have time to "get out of the house" if they would like to)
h. Select **two additional experiences** that you and the family identify as valuable (e.g., attend a parent support group meeting, attend a birthday party)

2. **REFLECT ON YOUR EXPERIENCE**

a. Identify an aspect of your experience with the family and write a reaction paper discussing your perspective on this experience.
b. Facilitate a discussion (during practicum seminar) regarding the experience you discussed in your paper.

3. **SET GOALS FOR PHASE II** (Spring Semester) Together with your family, identify the goals and activities you will engage in during phase II. The goals and activities should be mutually beneficial and should consider the intern's learning needs and the family's own priorities. You will also want to develop a timeline for your goals and activities. The goals and timelines should be written and handed in with your reflection paper on the assigned date at the end of the fall semester. You may also want to discuss the ways in which you and the family "negotiated" the goals and activities for Phase II.

PHASE II: (Spring Semester) IMPLEMENTING A PLAN:

In the past interns and families have been very creative in defining their goals and activities for Phase II of the Family-Based experience. These ideas have included, but are not limited to:

*developing a "Fun and Care Book" that the family could share with babysitters about their child.
*providing childcare for the child and/or siblings.
*assisting a family in applying through Medicaid for wheelchair funding.
*making a videotape of the child at home and at preschool for the elementary school

1. **MAINTAIN A LOG OF THE TIME SPENT WITH THE FAMILY:** Submit a log of the time you spent with the family throughout the year including a brief description and a brief reflection of each activity. **Phase II Activities** require you to spend 48 hours with your family over the course of the semester. The goals and activities addressed during these 48 hours are those which were identified

with the family in the fall. Your 48 hours can be divided to allow you to accomplish these mutually determined goals.

2. **REFLECT ON YOUR EXPERIENCE**

   a. Identify an aspect of your experience with the family and write a reaction paper discussing your perspective on this experience. You will want to discuss any changes you made in your original plan for Phase II. How were those changes "negotiated"?

   b. Facilitate a discussion (during practicum seminar) regarding the experience you discussed in your paper.

APPENDIX C

Practicum Manual

EARLY CHILDHOOD

SPECIAL EDUCATION

PRACTICUM MANUAL

University of Vermont

FALL 1992

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SECTION I

Overview

EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM

The early childhood special education practicum provides interns with opportunities to apply knowledge to practical situations. Each practicum experience offers a unique combination of opportunities for students in the program. Practicum sites/experiences are chosen for each intern based upon her or his prior experiences with children and families and include a variety of service delivery options such as center-based, home-based and outreach/consultative services.

A successful practicum experience is a team effort. A **practicum team** is comprised of the intern, the University supervisor, the Parent-to-Parent supervisor and the cooperating teacher. Members of the practicum team provide varying perspectives about practicum experiences and the development and implementation of particular activities. These perspectives can provide the foundation for healthy discussions that contribute to everyone's growth. Clear, open and respectful communication is the foundation of this relationship. Specific information about the responsibilities of each team member is addressed in Section III of this manual.

The goals of the Early Childhood Special Education (ECSE) preschool practica are to prepare early childhood special educators to:

1. Demonstrate the necessary competencies for providing quality services to young children with disabilities and their families.

2. Assume the multiple education and leadership roles required for establishing, implementing, advocating for, and evaluating early childhood special education programs.

3. Work with other agencies and disciplines to establish, coordinate, and evaluate comprehensive, family-centered, interagency, interdisciplinary, early intervention service delivery systems within Vermont's rural communities.

4. Demonstrate the necessary competencies for designing and implementing developmentally appropriate environments/activities for young children.

5. Demonstrate the competencies of a Family-Centered Practitioner.

Although there are some very specific requirements for each intern participating in practicum, such as the number of on-site hours per week, each practicum experience is designed to fit the strengths,

needs and interests of the intern. The required practicum activities provide opportunities for interns to attain the goals of the program and fulfill the competencies required to be licensed as an Essential Early Education Teacher in Vermont (See Section VIII). Based upon the interns strengths, needs and interests, the practicum team may make modifications to these requirements. This would not reduce the workload, but would "reorganize" the required activities to better meet the students needs and ensure that all of the competencies are met. The practicum team may also decide to add requirements if necessary to meet the competencies.

EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM MANUAL

The ECSE Practicum Manual was developed to provide the practicum team with guidelines to ensure that interns attain the goals of the program and meet the competencies required to be licensed as an Essential Early Education Teacher in Vermont. Based upon a intern's strengths, needs and interests, the practicum team may make modifications to these activities. This would not reduce the workload, but would "reorganize" the recommended activities to better meet the interns needs and ensure that all of the competencies are met. The practicum team may also decide to add requirements or modify a specific activity in the manual to better reflect the student's experience. The practicum activities are designed to provide intern's with opportunities to:

1. Design, implement and evaluate instructional programs across a number of settings for preschool-age children with disabilities.

2. Develop and implement a consultative program for providing technical assistance to families and/or professionals who provide services to young children with disabilities.

3. Manage a preschool classroom.

4. Implement and discuss child find and screening, transition, comprehensive assessment, and Individual Education Planning activities for children with disabilities.

5. Work with a family of a young child with special health care and/or education needs.

6. Observe and critically analyze an early childhood environment focusing on the two dimensions of developmental appropriateness: age appropriateness and individual appropriateness.

The guidelines for each practicum activity are designed to provide interns' with a structure to complete the activity and meet the related competencies. The process and the written product of each practicum activity are of equal importance. For example, most teachers do not write out a lengthy formal instructional program such as the one in this manual for every IEP goal for each child. They do, however, follow the process informally either mentally or in writing. The intern's written product is verification to the other members of the practicum team that the intern understands and can implement the process. It also provides a valuable resource for the intern to use in the future. Therefore, it is critical that written products reflect the intern's comprehensive knowledge and implementation of each process.

The discussion section is one of the most important components of each activity. It provides an opportunity for the intern to share all of her or his thoughts about the process including personal thoughts about how it might be done "the next time". This section is an ideal place for interns to include additional samples of forms or reports they feel reflect their knowledge of the activity.

Combining practicum activities often makes the experience more meaningful and less time consuming for students. For example, completing a comprehensive evaluation, IEP and instructional program with the same family and child allows the intern to see the relationship among these activities. Some intern's have found it helpful to combine an instructional program with their consultative program. The practicum team makes these decisions.

An Individual Planning and Progress Chart (See Section IV) has been included in the manual to help each practicum team develop timelines for completion of drafts and final products for each activity. Interns have found these timelines to be very helpful. Timely and clear communication among members of the practicum team is critical if circumstances arise which require modifications to the timelines.

RESOURCES

There are many helpful and interesting resources available from your supervisor, cooperating teacher and the Early Childhood Team members at the Center for Developmental Disabilities and the Vermont Department of Education. Kathy Andrews, Coordinator of the Preschool Project at the Vermont Department of Education can be reached at 828-3141.

The following written resources are available at the Center and/or from your cooperating teacher. You will be required to refer to these documents while completing specific activities.

Bredenkamp, S. (Ed.). (1987). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, DC: National Association for the Education of Young Children.

Center for Developmental Disabilities. (1991). Best practice indicators for early childhood special education programs: A self-assessment tool for program development/improvement.

Conn-Powers, M. & Holburn, S. (1985). Guidelines for planning and implementing essential early education programs in Vermont. Center for Developmental Disabilities, University of Vermont, Burlington, VT.

Conn-Powers, M. & Ross-Allen, J. (1991). TEEM: A manual to support the transition of young children with special needs and their families from preschool into kindergarten and other regular education environments. The Center for Developmental Disabilities, University of Vermont, Burlington.

Shelton, T., Jeppson, E.,. & Johnson, B. (1989). Family-centered care for children with special health care needs. Bethesda, MD: Association for Care of Children's Health.

A **media library listing** is available from your University supervisor which includes a listing of toys, children's books, brochures, journals, videos, software, assessment instruments and curricula that are available for sign-out.

SECTION II

Description of Sites

List of Specific Activities

EARLY CHILDHOOD SPECIAL EDUCATION

A. DESCRIPTION OF SITES

1. Early Childhood Special Education (ECSE) programs are housed within a supervisory union. ECSE programs may provide services in home-, center-, or community-based settings.

2. Typical child care settings in the community (e.g., private preschool, child care centers).

3. Other community-based programs or agencies that provide services to families of young children with disabilities (e.g., Parent to Parent, I-Team, Parent/Child Centers, Child Development Clinic).

4. The home of a family who has a young child with a disability.

B. LIST OF SPECIFIC ACTIVITIES

1. Design, implement, evaluate, and write **two instructional programs** for young children.

   Interns should also be involved in the planning, implementation, and monitoring of other instructional programs to insure experience and skill in working with children who present different kinds of challenges across different curricular areas.

2. Participate in the **transition** of an individual child and his/her family from one early childhood setting to another.

3. Design, implement, evaluate, and write a **consultative program** (working with a family or regular preschool/day care).

4. Participate in and discuss a **child find and screening process**.

5. Conduct and/or participate in **two comprehensive evaluations**.

6. Develop and/or participate in **two Individual Education Plans** (IEPs).

7. **Manage a preschool classroom** of at least eight children for a minimum of eight weeks.

   a. Develop eight weeks of lesson plans for all classroom activities. The lesson plans should include classroom goals, objectives, procedures and activities. Interns will be expected to develop lesson plans for individual classroom activities prior to taking responsibility for all activities.

   b. Complete a matrix which details how each child's IEP objectives will be addressed through the curriculum.

8. Participate in the **planning, implementation, and evaluation of a program for a child with multiple disabilities.**

9. Participate in a **family-based practicum experience** supervised and coordinated by Parent-to-Parent of Vermont.

10. **Structure and facilitate a discussion regarding an observation** of an inclusive early childhood setting.

SECTION III

Intern Confidentiality Agreement

Intern, Cooperating-Site Supervisor, Parent-to-Parent and University Supervisors Agreements

Practicum Agreement

- **THESE AGREEMENTS ARE TO BE SIGNED BEFORE INTERNS BEGIN WORKING WITH CHILDREN AND FAMILIES.**

EARLY CHILDHOOD SPECIAL EDUCATION INTERN CONFIDENTIALITY AGREEMENT

While an intern training in the Early Childhood Special Education (ECSE) program, I agree to the following:

1. All information gleaned about children and their families while participating in the training program will remain confidential.

2. Access to any child's/family's file is not within my rights as an intern unless special permission for file access has been requested and obtained from parents by appropriate public school staff.

3. If parents have signed special permission granting access to a child's IEP and cumulative record, it is within my rights to read the IEP and cumulative record. I realize that permission to access an IEP does not give me the right to access the cumulative record unless I have written permission.

4. All programs I implement with children will be part of an approved IEP. In addition, I will obtain family and teacher permission prior to implementing programs.

5. All reports on children's instructional programs written as partial fulfillment of coursework requirements, will comply with final federal regulations in P.L. 93-380 (Privacy Rights of Parents and Students known as the Buckley Amendment, 1976). The reports will contain no information which identifies the child, family or the specific location of the program. That is, the child's name or other information which would allow a reader to identify the child will not be contained in the report. The location of the child's place of residence or the educational program will only be identified in very vague terms. For example, it is appropriate to say that a program took place in an ECSE program. It is not appropriate to say that the program took place at Champlain Elementary School.

   Educational program reports are written as a training exercise in which the intern justifies the need for a particular educational program although the need is already justified in the child's IEP. The report clearly articulates what is taught, how it was measured and results in a manner which makes the educational program replicable by others.

6. Educational reports are the property of the intern and are not made part of the child's file unless a specific request is made by a parent or appropriate public school personnel.

7. A copy of instructional program reports will be shared with the teacher and parents. The teacher and parents have the right to ask that any portion of the report which is not accurate or identifies the child or exact location of the program be amended or deleted from the report.

DATE:_____ INTERN SIGNATURE:_____

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM INTERN, COOPERATING-SITE SUPERVISOR, PARENT-TO-PARENT AND UNIVERSITY SUPERVISORS AGREEMENTS

A. INTERN RESPONSIBILITIES:

1. Practica Placement Responsibilities:

a. The intern agrees to follow the calendar of the site(s) where the practica are carried out. However, the beginning and ending dates of the practicum will follow the University of Vermont's schedule.

b. The intern agrees to follow individual program policies and procedures regarding services to students eligible for special education.

c. The intern agrees to satisfactorily complete (a grade equivalent of B or better) all practicum requirements.

d. The intern agrees to spend a minimum of 25 hours per week in the various practicum settings. The distribution of these 25 hours over the week will be negotiated by the cooperating-site supervisor, intern, University supervisor, and families.

e. If the intern will be absent, she/he must notify the cooperating-site supervisor before the day begins and specify the reason for the absence. The only **three excusable absences** are: a)course-related activities, b)death in the immediate family, or c)personal illness.

f. All days missed in the practicum setting will have to be made up as agreed upon by the university supervisor, cooperating-site supervisor, and intern. The university advisor will be immediately notified of these absences and make-up dates.

g. Two or more **unexcused** absences from a practicum site will result in automatic failure for the semester.

2. University Responsibilities:

a. Each intern will design and implement a minimum of five programs over two semesters, including:

1. Two instructional programs

2. One consultative program

3. One transition program

4. One program involving a child who has multiple disabilities

b. Each intern will participate in and discuss child find and screening processes.

c. Each intern will conduct and/or participate in two comprehensive assessments.

d. Each intern will develop and/or participate in two Individual Education Plans (IEPs).

e. Each intern will manage a preschool classroom for a minimum of eight weeks. The intern will be responsible for providing written lesson plans to the cooperating supervisor prior to the beginning of each week, and for providing the subsequent evaluation results by the end of the assigned week.

f. Each intern will establish and maintain a year-long relationship with the family of a young child with special health care or educational needs.

g. Each intern will structure and facilitate a discussion regarding an observation of an inclusive early childhood setting.

h. Each intern will complete and submit all written products necessary to fulfill the course requirements within the specified timeline designed by the intern, the cooperating-site supervisor, the Parent-to-Parent supervisor and University supervisors.

i. Each intern will complete and share four formal evaluations of themselves, the cooperating-site supervisor, Parent-to-Parent, and the University of Vermont supervisors.

B. COOPERATING-SITE SUPERVISOR RESPONSIBILITIES:

1. The cooperating-site supervisor agrees to provide the intern all necessary information and forms concerning program policies and procedures regarding service to children eligible for services.

2. The cooperating-site supervisor agrees to explain the program, philosophy, and specific routines to intern at initial meeting.

3. The cooperating-site supervisor agrees to provide the intern with the opportunity to serve children and families eligible for services and the opportunity to develop the programs necessary to fulfill course requirements.

4. The cooperating-site supervisor agrees to observe and provide feedback to the intern providing direct service to eligible children on a regular basis.

5. The cooperating-site supervisor will determine, in collaboration with the intern and UVM supervisor, the classroom management responsibilities of the intern, including:

   a. determining which individual and group activities and lesson plans the intern will be responsible for developing on a week-by-week basis,

   b. determining the eight week period that the student is completely responsible for classroom management.

6. The cooperating-site supervisor agrees to spend at least one hour per week with the intern to review the intern's responsibilities, performance, and offer feedback on intern's program plans. This could be one meeting or a series of shorter meetings.

7. The cooperating-site supervisor agrees to complete two formal evaluations of the intern within each semester to assess the intern's progress, strengths and weaknesses, and recommendations. The cooperating-site supervisor will share the evaluations with the intern and University supervisor.

8. The cooperating-site supervisor agrees to meet with the intern and UVM supervisor following each of the supervisor's five observations. The two formal evaluations per semester will be shared during two of these times, i.e., mid-semester, end of the semester.

C. UNIVERSITY SUPERVISOR RESPONSIBILITIES:

1. The UVM course instructor will arrange placements for each intern with a cooperating-site supervisor.

2. The UVM supervisor will provide the intern with a format to follow for each type of program plan required.

3. The UVM supervisor will observe the intern at least five times per semester. Following each observation the supervisor will

meet with the intern and the cooperating-site supervisor to provide specific oral and written feedback on the instructional session observed.

4. The UVM supervisor will monitor and evaluate five program plans (i.e., 2 instructional programs, 1 transition program, 1 consultative program, 1 case study).

5. The UVM supervisor will monitor and evaluate comprehensive evaluations and IEPs developed and implemented by the intern.

6. The UVM supervisor will evaluate the intern's child find/screening process participation and discussion.

7. The UVM supervisor will monitor and evaluate products required during the classroom management periods, including weekly lesson plans and the curriculum matrix.

8. The UVM supervisor will arrange a mid-semester and end of semester meeting with the cooperating-site supervisor and intern to review the intern's progress and determine a tentative and final grade for practica.

D. PARENT-TO-PARENT SUPERVISOR RESPONSIBILITIES:

1. The Parent-to-Parent supervisor agrees to provide the intern all necessary information concerning program policies, program philosophy, and procedures regarding Parent-to-Parent programs.

2. The Parent-to-Parent supervisor will arrange placements for interns with an individual family.

3. The Parent-to-Parent supervisor agrees to maintain on-going contact with families and assist interns and family members by problem solving any issues that may arise during the practicum experience.

4. The Parent-to-Parent supervisor will be available to meet with individual intern's following each practicum seminar. A minimum of two meetings with each student will be held during each of the fall and spring semesters.

5. The Parent-to-Parent supervisor will monitor and evaluate all products and activities required as part of the family-based practicum experience. **The Parent-to-Parent supervisor will use this information to provide input into the intern' s practicum grade.**

E. EARLY CHILDHOOD SUPERVISOR RESPONSIBILITIES:

1. The Early Childhood supervisor will provide a format for structuring and implementing on-site observations of the intern's inclusive early childhood setting.

2. The Early Childhood supervisor will meet with the intern to review his/her plans in the practicum seminar's observations of his/her early childhood setting.

3. The Early Childhood supervisor will observe the intern's early childhood setting.

4. The Early Childhood supervisor will support the intern's facilitation of the practicum seminar discussion of the observations made at the early childhood setting.

5. The Early Childhood supervisor will provide input into the intern's practicum grade.

NOTE: **The University of Vermont supervisor and student will schedule weekly on-campus meetings to review course requirements, performance, and progress in practica settings.**

EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM AGREEMENT

SITE 1

I will participate in the following practicum site of _____on the following days of the week: _____ _____from date: _____ __to date:_____. During this time I will work from _____(time) to _____. I agree to meet with the cooperating-site supervisor_____.

INTERN SIGNATURE:_____
COOPERATING SUPERVISOR SIGNATURE:_____
COLLEGE SUPERVISOR SIGNATURE:_____
DATE:_____

EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM AGREEMENT

SITE 2

I will participate in the following practicum site of _____on the following days of the week: _____ _____from date: _____ __to date:_____. During this time I will work from _____(time) to _____. I agree to meet with the cooperating-site supervisor_____.

INTERN SIGNATURE:_____
COOPERATING SUPERVISOR SIGNATURE:_____
COLLEGE SUPERVISOR SIGNATURE:_____
DATE:_____

EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM AGREEMENT

SITE 3

I will participate in the following practicum site of _____on the following days of the week: _____ _____from date: _____ __to date:_____. During this time I will work from _____(time) to _____. I agree to meet with the cooperating-site supervisor_____.

INTERN SIGNATURE:_____
COOPERATING SUPERVISOR SIGNATURE:_____
COLLEGE SUPERVISOR SIGNATURE:_____
DATE:_____

EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM AGREEMENT

SITE 4

I will participate in the following practicum site of _____on the following days of the week: _____ _____from date: _____ __to date:_____. During this time I will work from _____(time) to _____. I agree to meet with the cooperating-site supervisor_____.

INTERN SIGNATURE:_____
COOPERATING SUPERVISOR SIGNATURE:_____
COLLEGE SUPERVISOR SIGNATURE:_____
DATE:_____

SECTION IV

Individual Planning and Progress Chart

INDIVIDUAL PLANNING AND PROGRESS CHART

Name: _____ Master Teacher: _____ Years: _____

University of Vermont Supervisor: _____

	FALL			SPRING		
	1st Draft Due/Grade	2nd Draft Due/Grade	Average Grade/Comments	1st Draft Due/Grade	2nd Draft Due/Grade	Average Grade/Comments
1. Instructional Programs a. _____ b. _____						
2. Transition Program						
3. Community-Based Consultation Program a. Logs b. Program Write-Up						
4. Evaluate Child Find/Screening Process						
5. Comprehensive Evaluations (2) a. _____ b. _____						
6. Individual Educational Plans (2) a. _____ b. _____						
7. Manage a Preschool Classroom for Eight Weeks a. Dates: _____ b. Daily Lesson Plans						
8. Service Coordination with Multihandicapped Child						
9. Family-Based Experience						
10. Observation of an Early Childhood Environment						

* The above assignments constitute minimum requirements. The practicum supervisor may assign additional assignments in a specific area to insure the students' competence in that area.

SECTION V

Instructional Program Plan Guidelines

Transition Program Guidelines

Consultative Program Guidelines

Child Find/Screening Process Guidelines

Comprehensive Evaluation Guidelines

Individual Education Program Guidelines

Case Study Guidelines for Child with Multiple Disabilities

Observation of an Early Childhood Environment Guidelines

Family-Based Experience Guidelines

THE INSTRUCTIONAL PROGRAM PLAN

The Instructional Program Plan provides an opportunity for interns to become familiar with the process for developing, implementing and evaluating a program for teaching an individual (parent, child, caregiver) a new skill or behavior that is related to the goals and objectives outlined in the IEP. Interns have found that it is very important to begin developing instructional programs early in the practicum experience. Development of the programs during the first semester allows implemention to begin early in the second semester. This allows ample time for data collection and evaluation during the second semester, which is sometimes difficult because of child absences due to illness and/or school vacations.

Interns are required to successfully complete two instructional programs. The written product should follow the guidelines below with modifications made by the practicum team if appropriate. The **Discussion Section** of your written product is the most important section and must be thoughtful and thorough. It provides an opportunity to share your observations and insights about what worked, what did not work and what you would do differently the next time.

The National Association for the Education of Young Children (NAEYC) *Guidelines for Developmentally Appropriate Practice* as well as the *Best Practice Indicators* are excellent resources for this activity. Also, there are many wonderful articles in early childhood journals.

Guidelines

1. **DESCRIPTION OF LEARNER:** "Learner" characteristics that are pertinent to the instructional program.

   a. Information gathered from the family and significant others.
   b. Information gathered from observations conducted in appropriate environments (e.g., home, childcare, preschool)
   c. Procedures, instruments used, etc.
   d. Present levels of performance (NOTE: Include descriptive information as well as test scores).

2. **RATIONALE** (Why is this skill area important to the learner?):

   Identify and discuss learner and environmental characteristics and family priorities and concerns that are pertinent to the selection of this target skill. Be sure to specify the long term significance of the

program for both the learner and the family. In addition, address the developmental appropriateness of this program.

3. **OBJECTIVE** (specifies **conditions, behavior** and **criteria**):

   a. Provides for generalization across people, settings, materials, and other natural cues
   b. Provides for maintenance across time
   c. Provides for self-initiation

4. **INSTRUCTIONAL PROCEDURES** (Instructional procedures must reflect developmentally appropriate practice):

   a. Detailed description of the sequence of teaching/learning activities
   b. Location and time of activities
   c. Materials

5. **DATA COLLECTION PROCEDURES** (Measure effectiveness):

   a. Types of data to be collected (**including generalization and maintenance data**)
   b. Data sheet
   c. Graphing procedures
   d. Reliability procedures

6. **RESULTS:** What does the data show?

7. **DISCUSSION:** Please do not limit your discussion to these questions.

   a. What impact did this program have on the learner?
   b. If the learner was not the child, what impact did this program have on the child?
   c. What impact did this program have on the family?
   d. What were the strengths and weaknesses of this program? What changes would you make in the future?
   e. What are the next steps for this learner and family related to this skill area?

TRANSITION PROGRAM

The Transition Program provides an opportunity for interns to participate in planning and facilitating the transition of a child and family from one early childhood setting to another (i.e. ECSE program to kindergarten, home services to preschool, toddler program to preschool program). The *TEEM (Transition into the Elementary Education Mainstream) Manual* is a critical resource for this activity, keeping in mind that every transition is unique to the child, family and program.

Guidelines

1. **DESCRIPTION OF FAMILY PRIORITIES AND CONCERNS AND CHILD CHARACTERISTICS:**

   Identify and discuss family priorities and concerns and child characteristics that are pertinent to the development of a transition plan.

2. **INDIVIDUAL TRANSITION PLAN:** Develop and implement a plan describing the activities, timelines, and assigned responsibilities for transitioning the family and child from one early childhood setting to another. You may use the **"Individual Transition Plan"** developed through Project TEEM or a similar transition planning tool used by the school. This plan should include activities which:

   a. **facilitate a smooth transition for the child, parents, teachers, and administrators**. Notify receiving program of children transitioning, identify the child's potential placement, identify individuals who should participate on the child's transition planning team and collaboratively develop an individual transition plan.

   b. **facilitate family partnerships**. Develop activities for providing support and opportunities for the child's family to actively participate in the transition process.

   c. **prepare the child for the next environment**. Conduct an ecological analysis of the next setting to identify the survival skills needed for successful participation. Identify those skills that are developmentally appropriate to address in the current setting.

   d. **prepare the receiving program to successfully integrate and educate the child**. Identify and obtain necessary training and technical assistance, resources, instructional materials, adaptive equipment and building improvements. Identify strategies for

promoting the child's participation within each activity in the program.

e. **monitor the child's participation in the next environment.**. Identify who will be involved in monitoring and follow-up. **If** the transition team has not yet discussed this, what ideas do you have?

3. **TRANSITION LOG:** Maintain a log of all transition activities (e.g., meetings, observations). Be sure to include all activities, even if you are not an active participant.

4. **EVALUATION PLAN:** Develop a plan for evaluating the transition process. This plan should assist the intern in determining whether the transition plan was effective. **If** the transition team has not yet discussed this, what ideas do you have?

5. **DISCUSSION:** Please do not limit your discussion to these questions.

   What was the outcome of the transition plan and related activities and procedures? What were the strengths and weaknesses of the process? What would you do differently in the future? Were the parents active participants in the transition activities? Were they satisfied with the transition procedures and activities?

THE CONSULTATIVE PROGRAM

The consultative program provides an opportunity for interns to consult with and assist others in the development, implementation, and evaluation of an intervention program within the home or a community-based, early childhood setting (e.g., private preschool or day care). The particular goals of this case study should come from the child's IEP and from family's priorities for their child at home or in the community-based setting. The design of the intervention plan should be determined in collaboration with the child's family, ECSE staff, and the community setting staff. The written product of this case study should follow the guidelines delineated below.

The NAEYC *Guidelines for Developmentally Appropriate Practices* as well as "*The Family-Centered Characteristics*" and *Family-Centered Care for Children with Special Health Care Needs* are particularly valuable resources for this activity. Some interns have found it helpful and interesting to relate the consultative program to one of the instructional programs or one of the assignment options for EDSP 384: Collaborative Teaming. The practicum team can discuss these options.

Guidelines

1. **DESCRIPTION OF THE SETTING:** Brief description of the home or early childhood setting (preschool, day care, etc.) and people with whom you will be developing, implementing, and evaluating the program.

2. **CONSULTATIVE OBJECTIVE/OUTCOME:** Precise statement of proposed objectives/outcomes of program.

3. **RATIONALE:** Convincing, logical need for the establishment of the program. Include assessment information concerning child and family needs for such a program.

4. **CONSULTATIVE INTERVENTION PLAN:** A description of the procedures, instruments, and settings/activities that will be used for establishing communication/rapport, communicating with others on an ongoing basis and developing, implementing, and evaluating the program. You will also want to develop a clear statement of your role in the setting; this role will, most likely, change as your relationship evolves.

5. **EVALUATION PLAN:** Description of the instruments, forms, data collection procedures, timelines, and responsibilities for documenting the effectiveness of the program (Be sure to include

pre- and post-test assessment evaluations and other pertinent data).

6. **INTERVENTION LOG:** Maintain a descriptive daily log of the implementation of the consultative program. What occurred? Who participated? What was your impression of the interaction/intervention?

7. **RESULTS:** What does the data show in regards to the effectiveness of the program? What were the perceptions of the family and/or community-based staff regarding the effectiveness of the program? What impact did the program have on the child? Please include pertinent anecdotal comments as well as data sheets and/or graphs.

9. **DISCUSSION:** Please do not limit your discussion to these questions.

   Was the program successful? What were the program's strengths and shortcomings? What are possible next steps? What changes might you make in the future? Did you have any difficulties defining/establishing your role?. How did you address these difficulties? How did your role change over the course of the year?

CHILD FIND/SCREENING PROCESS

The child find/screening activity provides an opportunity for interns to participate in a screening process and become familiar with all activities related to the overall child find process. Childfind is a collaborative relationship between the ECSE program and other community agencies and resources. It is critical to interview the Coordinator of the ECSE program early in the year to determine what childfind activities in addition to screening are in place and how you may be involved. Documentation of all childfind activities in the written product will provide a comprehensive resource for you in the future.

The Child Find sections of the *Best Practice Indicators* and the *Guidelines for Planning and Implementing EEE Programs in Vermont* are required resources for this activity.

Guidelines

1. **CHILD FIND PROCEDURE:** An outline of the procedures, instruments, and timelines that comprise the ECSE program's child find efforts, including:

   a. Community Awareness
   b. Referral Systems
   c. Family Involvement

2. **SCREENING PROCESS:** A detailed description of the process (i.e., instruments, personnel involved, areas evaluated, parent participation, procedures, communication of results to parents, follow up, etc.).

3. **LOGS:** Students will keep logs of **all activities** related to the child find/screening process. Be sure to report all activities, even if you were not an active participant.

4. **DISCUSSION:** Please do not limit your discussion to these questions.

   How comprehensive is the child find process? Does information about child find activities reach all families in the community? How is screening information gathered? What is it used for? Is the screening process user and consumer friendly? How is screening evaluated?

COMPREHENSIVE EVALUATION

The comprehensive evaluation activity provides an opportunity for interns to participate in the planning and implementation of the comprehensive evaluation process for a young child and their family. This case study combines five major activities: 1) the design of an evaluation plan, 2) implementation of the plan, 3) writing the evaluation report, 4) determination of eligibility, and 5) reflective and critical analysis of the process.

Intern participation in a comprehensive evaluation with a family who has been newly referred for an initial evaluation has some barriers; it is the first time the family is interacting with the special education system, and, the cooperating teacher has not yet established a relationship with the family. The practicum team may be hesitant to have an intern take full responsibility under these circumstances.

The intern should participate, however, at some level in each step of the comprehensive evaluation process. Some ideas the practicum team may consider include:

*participation in a 3 year reevaluation rather than an initial evaluation

*"parallel participation" of the intern and cooperating teacher (cooperating teacher and intern separately score tests, complete evaluation plans, write evaluation reports, etc. and compare and discuss).

Each intern should complete two comprehensive evaluations following the guidelines delineated below. The comprehensive evaluation sections of the *Best Practice Indicators* and the *Guidelines for Planning and Implementing EEE Services in Vermont* are required resources for this activity.

Guidelines

1. **LOGS:** Interns will keep logs of the four-step process in developing a comprehensive evaluation plan, including: a) establishing a Basic Staffing Team, b) informing parents of their rights and obtaining consent (use initial consent for evaluation form when appropriate), c) reviewing referral information, and d) writing the comprehensive evaluation plan. Be sure to address each step of the comprehensive evaluation process even if you were not actively involved. The logs should be written in the following format:

a. TYPE OF ACTIVITY: (e.g., parent involvement)
b. DATE:
c. PARTICIPANTS:
d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES

2. **COMPREHENSIVE EVALUATION PLAN:** Interns will be responsible for completing the Vermont Evaluation Plan form as it is developed by the Basic Staffing Team (refer to forms and directions enclosed).

3. **CONDUCT COMPREHENSIVE EVALUATIONS:** Interns will be responsible for administering a minimum of four different assessment instruments, all under the guidance and supervision of the cooperating-site and/or university supervisor. The practicum team can discuss a variety of options for administering these assessments. The intern's **assessment activities** should be included in the log.

4. **WRITTEN EVALUATION REPORT:** The formal written evaluation report should conform to the requirements outlined in the Vermont Comprehensive Evaluation Report Form (see Comprehensive Evaluation Report Form). Interns should include the Basic Staffing Team decision regarding the child's eligibility for services (see Eligibility Forms).

5. **DISCUSSION OF THE COMPREHENSIVE EVALUATION PROCESS**: Please do not limit your discussion to these questions. Was the evaluation plan implemented as planned? Was the information gathered sufficient to answer all the questions posed by the team? What were the strengths/limitations of the evaluation process? Were the family's concerns and priorities addressed appropriately? How was the family involved in the process? Did the team ask the family prior to beginning the process how they wanted to be involved? Were the evaluation activities appropriate for the age of the child?

   This section is an appropriate place to include additional samples of forms or reports you feel reflect your knowledge of the comprehensive evaluation process.

INITIAL EVALUATION
REQUEST FOR INFORMATION TO DEVELOP EVALUATION PLAN

Purpose: This form is used:

- to obtain information from the parent(s) PRIOR TO the development of the evaluation plan and PRIOR TO obtaining the parent's consent to conduct testing, observations and data gathering and
- to meet requirements of Vermont Regulation 2362.2.2 (2).

Directions:

1. Insert date of referral for special education.
2. Insert name of person who referred student or school-based team which referred student for an evaluation for special education services.
3. Insert complete legal name of student; do not use a nickname.
4. Insert a date for response which is reasonable. Select a date that is ten days to two weeks away in order to provide sufficient time for a parent to respond. Usually a parent is contacted by the student's teacher regarding the fact that his/her child has been referred for special education services.
5. Insert telephone number and mailing address to which the person may send or call in the information requested through the Parental Input Form.
6. Place a copy of this form in the student's file.

Enclosures:

- Parental Rights in Special Education and
- A form which provides parents the option of giving written input into the development of the evaluation plan. Two suggested, but not required forms, are S1a or S1b.

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Supervisory Union/
School District: _____ Date: _____
M D Y

Form R2a

Initial Evaluation
Request for Information to Develop Evaluation Plan

Dear _____:

On (1) _____ (Date), _____ (2) _____ (Person/Team) referred

_____ (3) _____ (Student's Full Name) for a special education evaluation for

the following reasons: _____

_____

_____

We would like to evaluate (test and observe) your child. The results of the evaluation will determine if he or she can receive special education services.

The Basic Staffing Team (BST), a team formed to develop the plan for the evaluation of your child, will be meeting soon. This evaluation plan will list questions to be answered, areas to be evaluated, and specific procedures that will be used during the evaluation. *Your input is valuable when we plan your child's evaluation.* Please fill out the attached sheet, or call, or see me.

I would like to hear from you by _____ (4) _____ (Date); however, if I do not hear from you by then, we will write an evaluation plan and then we will ask for your written permission to test.

If you would like to discuss this process or have any questions, please contact me at _____ (5) _____ (Phone) at _____ (5) _____ (Address).

Sincerely,

Signature _____

Printed Name _____

Position _____

Enclosures: *Parental Rights in Special Education*
A parental input form

cc: (6) Student File

2/90
Vermont Regulation 2362.2.2(2)

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INITIAL EVALUATION
REQUEST FOR INFORMATION TO DEVELOP EVALUATION PLAN

Purpose: This form is used:

- when parents will be members of the Basic Staffing Team (BST),
- to obtain information from parents PRIOR TO the development of the evaluation plan by the BST and PRIOR TO obtaining the parent's consent to conduct testing, observations and data gathering and
- to meet requirements of Vermont Regulation 2362.2.2.(2).

Directions:

1. Insert date of referral for special education.
2. Insert name of person who referred or school based team which referred student for an evaluation for special education services.
3. Insert complete legal name of student; do not use a nickname.
4. Insert date, time and place where BST meeting will be held. Select a date that is ten days to two weeks away in order to provide sufficient time for parent to respond. Usually parent is contacted by student's teacher regarding the fact that his/her child has been referred for special education services.
5. Insert telephone number and mailing address so parent can return enclosed parental input form or call, if they prefer, to provide input into the development of the evaluation plan.
6. Place a copy of this form in student's file.

Enclosures:

- Parental Rights in Special Education and
- form on which parent can provide input into the development of the evaluation plan. Two suggested, but not required forms, are S1a or S1b.

Supervisory Union:
School District _____ _____ _____ Date _____
M D

Form 325

Initial Evaluation
Request for Information to Develop Evaluation Plan

Dear _____

On _____ (1) (Date), _____ (2) (Person/Team) referred _____ (3) (Student's Full Name) for a special education evaluation for the following reasons: _____

_____

_____

We would like to evaluate (test and observe) your child. The results of the evaluation will determine if he or she can receive special education services.

A Basic Staffing Team(BST) will be formed to develop a plan for the evaluation of your child. We invite parents to participate as members of the BST. This team will meet on _____ (4) (Date) at _____ (4) (Time) at _____ (4) (Place).

If this time is not convenient, but you would like to attend, please let me know so that we can reschedule. We can discuss the evaluation by telephone or you can fill out the attached form and send it to me. *Your input is valuable when we plan your child's evaluation.* We look forward to seeing you at this meeting.

If you would like to discuss this process, provide information, or have any questions, please contact me at _____ (5) (Phone) at _____ (5) (Address)

Sincerely,

Signature _____

Printed Name _____

Position _____

Enclosures: *Parental Rights in Special Education*
A parental input form

cc: (6) Student File

2/90
Vermont Regulation 2362.2.2(2)

EVALUATION PLAN

Purpose: This form is used:

- o by the Basic Staffing Team (BST) as it develops a plan to evaluate the needs of the student referred for special education services and
- o to meet the requirements of Vermont Regulations 2362.2.4 which mandates evaluation procedures and 2362.2.5 which mandates special evaluation/test requirements.

Directions:

1. Insert complete legal name of student; do not use a nickname.
2. Insert student's current grade placement. Indicate if child is in pre-school or kindergarten.
3. Insert the number of years student has been in school, including the current year. In some cases this may be more than his/her current grade placement, if student has been retained. Include kindergarten, but not pre-school experiences, when counting number of years in school.
4. Complete each section of the evaluation plan. If a section does not need to be addressed, please provide sufficient justification.

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Supervisory Union/
School District _____ Form R3

Date: _____

Evaluation Plan

A. Identifying Information:

Student's Name: _____ Grade: _____

Date of Birth: _____ Years in School: _____

B. **Evaluation Areas:** (Testing and evaluation materials must be selected and administered so as not to be culturally or linguistically discriminatory.)
Note: Some of the following areas may not need to be addressed if sufficient justification is given.

Evaluation area	Evaluation questions	Test/Procedures to be used (acronyms must be explained)	What each test/procedure measures and person responsible
1. Physical Characteristics • vision • hearing • health • medical • nutrition • other			
2. Relevant Life Circumstances • family, community, and environmental factors that might affect learning and motivation; environmental inventory • support from peers, home, teachers, etc. • other			

5. Since this Evaluation Plan form is designed to plan evaluations for children under six years of age as well as students above that age, an asterisk code is used to identify those skill areas which are <u>also</u> fundamental skills.

   Fundamental skills pertain only to children who are below six years old (birth through 5 years and 11 months of age); enrollment in kindergarten is not a factor. Use the age cut-off to determine whether or not the fundamental skill areas will or will not be used.

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Evaluation area	Evaluation questions	Test/Procedures to be used (acronyms must be explained)	What each test/procedure measures and person responsible
3. Social, Behavioral, or Emotional Characteristics * • self-esteem • self-control • relationships with adults • interaction with peers, teachers, adults, and family members • other			
4. Adaptive Behavior across settings (home, school, community) * • independence • coping skills • self-care • other			
5. Speech Characteristics * • articulation • fluency • voice • other			

6. For children over 5 years and 11 months, all evaluation areas will apply except those so noted in sections "7a" and "7b". Sections "7a" and "7b" apply only to children under 6 years of age.

Evaluation area	Evaluation questions	Test/Procedures to be used (acronyms must be explained)	What each test, procedure measures and person responsible
6. Intellectual/Cognitive Characteristics * • learning abilities • learning styles • reasoning • other			
7a. Language Skills (for children under 6) * • oral expression • listening comprehension	(a)		
7b. Motor Skills (for children under 6) * • gross motor skills • fine motor skills	(b)		

* Fundamental Skills

There are no additional instructions for this page.

Evaluation area	Evaluation questions	Test/Procedures to be used (acronyms must be explained)	What each test/procedure measures and person responsible
7c. Current Level of Performance in the Basic Skill Areas of Concern (children ages 6 and over) • oral expression • listening comprehension • written expression • basic reading skills • reading comprehension • mathematics calculation • mathematics reasoning • motor skills • other			
8. Other • vocational assessment • ecological assessment			

Purpose: This form is used:

- to meet the requirement of Vermont Regulation 2362.2.4.(2) which mandates the contents of a classroom observation and
- to document that the Basic Staffing Team (BST) was comprised of the required people per Vermont Regulation 2364.1.

Directions:

7. Classroom Observation(s):

   a. Ages birth through five:
      Suggested form, S2c.
      Note: An observation for this age group could be in the home, the pre-school or in kindergarten.

   b. Ages 6 - 21:
      Suggested forms, either S2a or S2b.
      Note: If you use your own classroom observation form, make certain it contains all of the elements required in Vermont Regulation 2362.2.4.

8. List names and positions of BST members who developed this plan. Note: Vermont Regulation 2364.1 mandates that the required team members are:

   a. the pupil's teacher,
   b. a specialist with knowledge in the area of the pupil's suspected educational problem and
   c. other individuals at the discretion of the agency responsible for providing special education.

Enclosures:

- This form must be enclosed with the, "Prior Notice and Consent for Initial Evaluation", Form R4, which must be signed by the parent, guardian or educational surrogate parent BEFORE ANY of the tests on the initial evaluation plan are administered.

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C. **Classroom Observation**: At least one observation must be conducted in the student's classroom, home, preschool, or childcare setting by trained personnel other than the child's teacher. The observation activities should be related to the reason for referral.

_____ (Name) , _____ (Position) has been assigned to observe _____ (Activity).

If necessary, additional observations will occur in the following setting(s):

_____

_____

by

Name:	Position:
_____	_____
_____	_____

D. **Basic Staffing Team (BST) Members:** (List additional BST members on the back.)

Name:	Position:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

E. If you have any questions or would like to discuss any of the proposed procedures/tests, please contact _____ (Name) at _____ (Phone).

cc: Student File

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PRIOR NOTICE AND CONSENT FOR INITIAL EVALUATION

Purpose: This form is used:

- to obtain and document parental consent for an initial special education evaluation to be conducted,
- to meet the federal requirement of 34 CFR 300.504 (a) regarding the need for a written notice when an evaluation is proposed,
- to meet the federal requirements of 34 CFR 300.504 (b) regarding the conducting of a pre-placement evaluation and
- to obtain written consent BEFORE the initial evaluation is conducted. It is the first of two written consents required in the special education process. The second is prior to initial placement into special education.

Directions:

1. Insert student's complete legal name; do not use a nickname.
2. Explain why this evaluation is being proposed.
3. Explain what other options were considered prior to this referral for special education services such as:
   - Chapter I services
   - pre-referral classroom accommodations
   - any other programs or services available without the need for services from special education
4. Explain why the above were rejected.
5. Use this section, if necessary, to provide additional reasons why the Basic Staffing Team (BST) felt that this student needed services which are only available through special education.

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Note: The IMPORTANT DATE will be the date that this form is received back at the school. THIS IS THE DATE WHICH WILL BE USED TO CALCULATE THE 45 DAY TIME LIMIT BY WHICH THE BASIC STAFFING TEAM (BST) MUST HAVE MET TO DETERMINE WHETHER THIS STUDENT IS ELIGIBLE AND IN NEED OF SPECIAL EDUCATION SERVICES.

6. This section must be signed and dated by the parent/guardian/educational surrogate parent or adult student PRIOR TO the implementation of the evaluation plan.

7. If this section is completed DO NOT implement the evaluation plan. Note: a reason for refusal is not required.

8. Insert the date this form is received. The 45 day time frame is calculated from the date the consent is received in the district to the date the BST determined eligibility.

9. Insert copy of this form in student's file.

Note: Once this written consent is received from the parent, it only applies for this initial evaluation. You will not need to obtain consent for ensuing comprehensive evaluations, you only notify the parent that you are going to reevaluate (see form R11).

Enclosures:

- Evaluation Plan (Form R3) and
- Parental Rights in Special Education

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Supervisory Union/
School District: _____ Date: _____

Form R4

Prior Notice and Consent for Initial Evaluation

Dear _____:

As you know, (1) _____ has been referred for
(Student's Full Name)

testing to determine eligibility for special education services. We refer to this as a comprehensive evaluation. The results will help us teach your child. It is expected that this evaluation will be completed within 45 days of receiving your written consent.

We plan to evaluate your child because:

(2)

Other options we considered were:

(3)

We decided against those options because:

(4)

Any other additional information considered by the Basic Staffing Team:

(5)

Enclosed, you will find a copy of the Evaluation Plan and *Parental Rights in Special Education*. If you have any questions, would like to discuss this further, or would like more information, please contact me at _____
(Phone)

at _____.
(Address)

Sincerely,

Signature _____

Printed Name _____

Position _____

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Instructions: Please complete either the top or bottom portion of this form. Your signature indicates that you received and understand the enclosed explanation of your rights and that you give or do not give permission for the comprehensive evaluation to begin. Please call if you have any questions.

Consent for Initial Evaluation

I give my permission for the evaluation to begin. I understand that my consent is voluntary and that it may be revoked for any reason during the initial evaluation process. In giving my consent, I also understand that an independent educational evaluation is always available at private expense; that if I am dissatisfied with the results of the school evaluation, I may obtain an independent educational evaluation at public expense under the conditions described in the enclosed *Parental Rights in Special Education* (please see the section on Independent Evaluation); and that the results of the comprehensive evaluation will be available to all schools that will serve my child in the future.

(6) _____ (7) _____

Signature (M D Y)

Parent/Guardian/Educational Surrogate Parent or Adult Student

OR

Please complete this section and sign here if you do not give permission for the evaluation.

I do not give permission for the initial evaluation. My reason(s) follow:

_____

_____

(7) _____ (7) _____

Signature (M D Y)

Parent/Guardian/Educational Surrogate Parent or Adult Student

Date received in district: (8) _____ (M D Y)

Enclosures: Evaluation Plan
Parental Rights in Special Education

cc: (9) Student File

2/90
Vermont Regulation 2364.3.1 and 2364.3.2

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Form R5 . COMPREHENSIVE EVALUATION REPORT

I. **Identifying Information:** This section should include student's name, date of birth, grade, school, the name of the parent, guardian or educational surrogate parent, and date of the Basic Staffing Team (BST) meeting.

II. **Reason for Referral for Evaluation:** This introduction should include who referred the student, when and why. It should also describe the referring party's concerns.

III. **Evaluation Plan:** A copy must be attached to the report and should be noted here.

IV. **Background Information:** This section addresses educationally relevant environmental and background information, and may include:

A. Educational History: Describe preschool programs or other schools attended, community services utilized, curricula used, and interventions tried. Summarize the results of previous screenings and assessments.

B. Medical History: Describe any physical or other health impairments that may be directly related to educational performance such as, hearing or vision loss, neurological abnormality, malnutrition, etc.

C. Current Life Circumstances: Describe educationally relevant family information such as, home environment, language spoken at home, and other relevant circumstances influencing the functioning of the family.

V. **Evaluation Methods and Results:** This section describes the results of the evaluation activities.

A. Report only on those evaluation areas that are addressed in the evaluation plan.

B. State the full name and acronym of each test given the first time it is referred to in the report.

C. List the date the tests were given, if relevant.

D. Report results that address the purpose of the evaluation and the issues raised in the evaluation plan, using descriptive and statistical terms. For example, emphasize descriptive information from diagnostic teaching or psychological interviews when

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considering a significant change in special education program.

E. Include relevant observations made during testing of: behavior, concentration, self-control, self-monitoring, use of task strategies, affect, language use, etc.

F. Discuss the educational significance of the results. Provide support for any evaluative and interpretive statements.

G. Include descriptions of strengths and weaknesses.

H. Address all evaluation areas identified in the evaluation plan. Some relevant information may have been addressed in the background section. For most reports each area should be highlighted. However, for some students, in particular reports of preschool children, this approach may not adequately reflect the whole child. In these cases it may be preferred to report the results by test, especially when the test covers many areas.

VI. **Report of Observation:** The observation report should be attached or summarized in this report. The summary should include the observed activity, place, time, observer, and the findings that are relevant to the areas of concerns.

VII. **Conclusion:** This section should describe the conclusion of the team and summarize the information that the team used to make its eligibility decision. The team's description of its decision should be made according to the criteria outlined in Rule 2362:

> Eligibility. To be determined eligible for special education, a legal pupil must (1) receive a comprehensive evaluation (2362.2) under the auspices of a Basic Staffing Team (2364.1), (2) meet one or more eligibility standards (2362.1) and (3) be in need of special education. A legal pupil is not in need of special education if that pupil meets one of the standards described in 2362 and whose condition does not adversely affect achievement under standard instructional conditions, including remedial or supplemental services, when available. These eligibility standards and criteria shall also be applied at the time the pupil receives a comprehensive re-evaluation.

The purpose of this conclusion is to summarize the team's decision regarding the purposes of the evaluation. For eligibility determination, this means stating the handicapping condition, describes its effect on educational performance, and addressing the need for special education.

1. **Eligibility standard and effect on educational performance:**

   Describe the team's decision regarding whether the student meets the eligibility standards for one or more of the handicapping conditions (2362, 2365.1.2). Include a description of the data or evidence supporting the decision. For students 6 years old and above, also explain how the handicapping condition affects educational performance.

2. **Need for Special Education:**

A. <u>For Students 6 Years Old and Above:</u>
When the determination is made that the educational performance <u>is</u> adversely affected by the handicapping condition, a statement regarding the student's need for special education services must be included. This should explain why standard instructional conditions, remedial or supplemental services are not sufficient to meet the student's needs.

When the determination is made that education is <u>not</u> adversely affected by the handicap or that the student does not need special education, then the team should summarize its reasons for ineligibility.

B. <u>For Children Birth to 5 Years 11 Months:</u>
Justify that the observable and measured delay... is at a level that future success in the home, school, and community cannot be assured without intervention prior to enrollment in elementary school (2365.1.1).

3. **Conclusion:**

State the team's conclusion regarding the student's eligibility for special education, and if eligible, cite the <u>name</u> of the eligibility standard. Conclusions for students eligible for Essential Early Education must identify the fundamental skill(s) in which there is delayed development.

VIII. **Accommodations and Recommendations:**
Following the conclusion, list the Basic Staffing Team's recommendations for specific accommodations to be made. If the student meets one of the eligibility standards, but is not in need of special education, accommodations must be addressed (2363.5.2). If accommodations are not needed at this time, a statement indicating this should be included. The Basic Staffing Team's recommendations regarding special education, related and/or remedial services may be included here.

IX. **Signatures:**

1. Include the signatures and positions of all Basic Staffing Team members who agree with the report.

2. Include the signatures and positions of all Basic Staffing Team members who disagree with the report. Attach a report of dissenting opinions. If there are no dissenting opinions, this should be noted.

DECISION OF BASIC STAFFING TEAM REGARDING ELIGIBILITY

Purpose: This form is used:

- to document the decision of the Basic Staffing Team (BST) that the student IS ELIGIBLE or continues to be eligible for special education services and
- to meet the requirement of Vermont Regulation 2364.3.1.

Directions:

1. Insert student's complete legal name; do not use a nickname.
2. Insert the name of the handicapping condition. This must match the handicapping condition in the Comprehensive Evaluation Report (see Form R5). It is recommended that the name of the handicapping condition be written out. For example, Learning Disability, not 2362.1(1)b.
3. Place a copy of this form in student's file.

Enclosures:

- Comprehensive Evaluation Report (see Form R5) and
- Parental Rights in Special Education.

Supervisory Union/
School District: _____ Date _____
M D Y

Form R6a

Decision of Basic Staffing Team Regarding Eligibility

Dear _____:

As you know, _____ (1) _____ has been evaluated by the
(Student's Full Name)

Basic Staffing Team (BST) to determine his or her eligibility for special education services. Based on the results of the comprehensive evaluation, the Basic Staffing Team finds that _____ meets or continues to meet
(Student's Name)

the eligibility requirements for special education under the category of

_____ (2) _____.

I have included a copy of the Comprehensive Evaluation Report of the Basic Staffing Team which describes the evaluation procedures, tests, and reasons we made this decision and *Parental Rights in Special Education*. If you have any concerns, questions, or would like to meet with the BST to talk about the results of your child's evaluation, please contact me at _____ at _____.
(Phone) (Address)

If you do not agree with the determination made by the Basic Staffing Team, you have the right to an evaluation administered by someone other than school personnel (independent evaluator). This evaluation may or may not be at public expense, but the results must be considered by the school. Please refer to the independent evaluation section in the enclosed parental rights.

Please feel free to call me with any questions that you may have regarding the evaluation or your rights.

Sincerely,

Signature _____

Printed Name _____

Position _____

Enclosures: *Parental Rights in Special Education*
Comprehensive Evaluation Report

cc: (3) Student File

DECISION OF BASIC STAFFING TEAM REGARDING ELIGIBILITY

Purpose: This form is used:

- to document the decision of the Basic Staffing Team (BST) that the student IS NOT ELIGIBLE or is no longer eligible for special education services and
- to meet accommodation requirements mandated by Section 504 of the Rehabilitation Act and Vermont Regulation 2363.5.2.

Directions:

1. Insert student's complete legal name; do not use a nickname.
2. Insert student's first name.
3. Explain why the student was found ineligible. Refer to the Comprehensive Evaluation Report (Form R5). The explanation must match.
4. If appropriate, describe the types of educational accommodations which need to be provided to the student. These accommodations must match what was written in the Comprehensive Evaluation Report (see Form 5).
5. Insert the name of the person, his/her telephone number and work location/address, to indicate who has received notification regarding the types of educational accommodations that this student needs.
6. Enter telephone number and address of person completing the form.
7. Place copy of this form in student's file.

Enclosures:

- Comprehensive Evaluation Report (see Form R5) and
- Parental Rights in Special Education.

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Form R6b

Supervisory Union/
School District: _____ _____ _____ Date: _____
M D Y

Decision of Basic Staffing Team Regarding Eligibility

Dear _____:

As you know, _____ (1) _____ has been evaluated by the
(Student's Full Name)

Basic Staffing Team (BST) to determine his or her eligibility for special education services. Based on the results of the comprehensive evaluation, the Basic Staffing Team finds that _____ (2) _____ does not meet the eligibility
(Student's Name)

requirements for special education. The two components considered for eligibility are handicapping condition and a need for special education services. The reason your child has been found ineligible is (3) _____

_____

_____

_____

While it has been determined that your child is not eligible for special education, the following educational accommodations described in the Comprehensive Evaluation Report have been identified to help meet the needs of your child and are summarized below.

(4) _____

_____

_____

_____

This information has been forwarded to _____ (5) _____
(School Administrator)

at _____ (6) _____ at _____ (6) _____.
(Phone) (Address)

I have included a copy of the Comprehensive Evaluation Report of the Basic Staffing Team which describes the evaluation procedures, tests, and reasons we made this decision and *Parental Rights in Special Education*. If you have any concerns, questions, or would like to meet with the BST to talk about the results of your child's evaluation,

please contact me at _____ at _____.
(Phone) (Address)

If you do not agree with the determination made by the Basic Staffing Team, you have the right to an evaluation administered by someone other than school personnel (independent evaluator). This evaluation may or may not be at public expense, but the results must be considered by the school. Additionally, you have the right to challenge this decision by requesting a due process hearing. Please refer to the enclosed parental rights.

Please feel free to call me with any questions that you may have regarding the evaluation or your rights.

Sincerely,

Signature _____

Printed Name _____

Position _____

Enclosures: *Parental Rights in Special Education*
Comprehensive Evaluation Report

cc: (7) Student File

INDIVIDUAL EDUCATION PROGRAM (IEP)

This activity provides an opportunity for interns to participate as a member of an IEP team for the development of an initial IEP, the revision of an existing IEP, or the development of an IEP for the next year. Through the IEP process interns should focus on decisions related to the identification of goals and objectives, related services, and placement. The written guidelines for this activity are delineated below.

The IEP sections of the *Best Practice Indicators* and the *Guidelines for Planning and Implementing EEE in Vermont* are critical resources for this activity. Interns may also want to refer to the discussion about "discipline-free" goals and objectives in the *Choosing Options and Accomodations for Children (COACH) Manual.*

Guidelines

1. **LOGS:** Interns will keep logs of parent participation, planning meetings, quarterly IEP meetings, and annual IEP meetings. Be sure to address each component of the IEP process even if you were not an active participant. The log of each activity should be written in the following format:

   a. TYPE OF ACTIVITY: (e.g., parental input for IEP)
   b. DATE:
   c. PARTICIPANTS:
   d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES:

2. **CONTENTS OF IEP:** Refer to forms and directions enclosed. Include the completed IEP (no identifiable information please) and **all** related required forms.

3. **MATRIX:** Complete the enclosed matrix which details how the child'd IEP objectives will be addressed through the curriculum.

4. **DISCUSSION:** Please do not limit your discussion to these questions.

   What were the strengths and shortcomings of the process? What changes might you make in the future? What types of participation did the family have in the process? How were they included in decisions regarding their desired level of participation? Does the IEP reflect family priorities and concerns?

This section is an appropriate place to include additional samples of forms or reports which reflect your knowledge of the IEP process

Definitions and Comments

Special Education: "Special education" means specialized instruction, at no cost to the parent, to meet the unique needs of an eligible student with a handicapping condition including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

Related Services: "Related services" include transportation, developmental, corrective, and other supportive services required to assist a student with a handicapping condition to benefit from special education (e.g. occupational therapy, physical therapy, counselling).

Duration of Services: The special education and related services will be delivered during the school calendar year on a schedule set forth in the IEP.

Regular Education Environments: "Regular education environments" include all school and non-school environments used for similar purposes by students with and without handicaps (e.g. regular classroom, school library, playgrounds, cafeteria, learning centers, community job sites). For children birth - 5, "regular education environments" could be a child's home or other community settings which offer services for children who are not eligible for special education services (e.g. child care centers, preschools, & Headstart).

Regular Education Program: "Regular education program" refers to the regular education curriculum, instruction, and/or activities, not the regular education environments. For example, if a student has IEP goals and objectives in reading, he/she is in a special education program for reading, not the regular education program. Time in the regular education program can be determined by adding up the time the student spends in IEP prescribed activities and subtracting that time from the students' total school week.

Skill Areas: Skill areas include Basic Skill Areas (e.g. reading, oral expression), Fundamental Skill Areas (e.g. cognitive, social) or any other curriculum areas needed by the student (e.g. vocational, recreational, non-verbal communication, locomotion). The student's needs for socialization, language and behavior development must be considered.

Teacher: The teacher can be the student's special education teacher or regular education teacher. For the initial IEP, the teacher can be the student's teacher or a teacher qualified in the area of the student's disability. Either the teacher or the LEA Representative should be qualified in the area of the student's disability.

Local Education Agency (LEA) Representative: The LEA representative is a representative of the public agency, other than the student's teacher, who is qualified to provide or supervise the provision of special education services and who is authorized to allocate resources.

Evaluation Personnel: For a student being evaluated for the first time, the public agency shall ensure that a member of the evaluation team participates in the IEP meeting.

Parochial or Independent School Staff: Staff from the parochial school or independent school in which the student is enrolled should be present at their student's IEP meeting.

IEP Manager_____ P._____

INDIVIDUALIZED EDUCATION PROGRAM

Student Name_____

Date of Birth _____ Child Count#_____
M D Y

School _____ Grade Assigned (EEE - 12)_____

Initiation and Duration of Services _____ to _____
M D Y M D Y

_____ to _____
M D Y M D Y

I E P Meeting _____
M D Y

Annual Review _____ Next 3 Year Reevaluation Due _____
M D Y M D Y

Physical Education: Regular ____ Adaptive ____
Accommodations: None Required ____ Included ____

IEP MEETING PARTICIPANTS

Teacher
Name:_____
Position:_____

Parent/Guardian/Surrogate
Name(s):_____
_____

LEA Representative
Name:_____
Position:_____

Name:_____
Postion:_____

Name:_____
Position:_____

Name:_____
Position:_____

Name:_____
Position:_____

Name:_____
Position:_____

___ I was present and I have had an opportunity to participate in the development of this IEP.
___ I was not present but I have had an opportunity to participate in the development of this IEP.

_____
(Optional signature of parent/guardian/surrogate or adult student)

Instructions - IEP
Required Form
No. R8
Page 1

Purpose: This page of the form is used:

- to comply with 34 CFR 300.346 and Vermont Regulations 2363 (1)-(5) which mandate the contents of an individualized education program (IEP) and
- to comply with Vermont Regulation 2364.2.1 which mandates the participants at an IEP meeting.

Directions: These directions are in addition to the "Definitions and Comments" page of the IEP and the directions for each section.

1. Insert name of person who is responsible for insuring that the IEP goals and objectives are being met, the one who schedules the annual reviews, etc. and who functions as the student's case manager.

2. Insert student's complete legal name; do not use a nickname.

3. Insert the grade the student would be in if he were not in special education. Note: This will serve as a reminder of his age-appropriate peer group.

4. It is assumed that services will be delivered during the school year calendar unless otherwise noted on the IEP. You may indicate a break in services such as you might find during summer vacation by using two different beginning and ending dates within the twelve month period.

5. Insert date of IEP meeting; use complete date. Note: date of meeting and initiation of services may not always be the same, but many times they are.

6. Annual review date should be no later than the last date of duration of services.

7. "Next 3 Year Reevaluation" date should be the date by which the Basic Staffing Team (BST) will have completed the evaluation and re-determined this student's continued eligibility and need for services. To determine what date should be written in this section, you may add three years to the date of the last comprehensive evaluation.

8. Physical Education/Accommodations: Complete with check marks, do not leave blank.

9. Insert name and position of participants. Signatures are not required.

10. Parental signature is optional and indicates that the parent has had an opportunity to participate in the development of the IEP. A signature does not necessarily constitute agreement with the IEP.

P._____

Student Name_____ IEP Meeting Date _____
M D Y

LEVELS OF PERFORMANCE AND ANNUAL GOALS

SKILL AREA(S): _____
_____

Present Level(s) of Educational Performance - Test scores alone are not sufficient. Include a description of the area(s) of education affected by the student's handicapping condition which shall include both strengths and needs.

Annual Goal(s) - Please number each goal. There must be a direct relationship between the annual goals and present level(s) of performance.

Purpose: This page of the form is used:

- to comply with Vermont Regulation 2363.3 (1) and (2) which mandates that the IEP shall include a statement of the student's present levels of educational performance with annual goals.

Directions:

11. Skill Area(s): More than one skill area may be reported on this page. Use additional copies of this page, if space does not allow for adequate description.

12. Present Levels of Educational Performance: Do not use test acronyms unless they are first explained. For example, write the complete name of the test followed by the abbreviation, such as the Wechsler Intelligence Scale for Children Revised (WISC-R). Present your findings in vocabulary that would be easily understood by a person not trained in the field of education.

13. Annual Goals: There should be a direct relationship between the annual goals and present levels of performance. There should also be a relationship between the goals and the findings in the Comprehensive Evaluation Report or goals in the last IEP, if this is an annual review. Note: a goal can be general or global as opposed to a short term objective which must be measurable.

Note: You may vary the use of the goal page and the short-term objective page by putting only one skill area on the goal page followed by the short-term objectives for that skill area, or write all the goals for all areas followed by all short term objectives.

BEST COPY AVAILABLE

P. _____

Student Name_____ IEP Meeting Date_____
M D Y

SHORT-TERM OBJECTIVES

Short-term Objectives - There must be more than one objective for each annual goal. Objectives are intermediate steps between the student's present levels of performance and the annual goals. They must include objective criteria, evaluation procedures and the expected dates for accomplishment.

Skill Area	Goal #	SHORT-TERM OBJECTIVES	Progress Revie Dates				
			Progress Code				

PROGRESS CODE: M - mastered, P - making progress, A - addressed, no progress,
NA - not addressed at this time

Purpose: This page of the form is used:

- to comply with Vermont Regulation 2363.3 (2) and (5) which mandate short-term instructional objectives and evaluation schedules for annually determining whether short-term instructional objectives are met.

Directions:

14. Insert a skill area which corresponds to one listed in the "skill areas(s)" section of the "Levels of Performance and Annual Goals" page of the IEP.

15. Insert a goal number which corresponds to an annual goal number on the "Levels of Performance and Annual Goals" page of the IEP. If there is room, you may write short-term objectives for more than one annual goal on a page.

16. Write MORE THAN ONE short-term objective to show how the goal will be accomplished. Use a numbering system to separate short-term objectives. Use more than one page if space does not allow you to write as many short-term objectives as are needed. Short term objectives must contain a target date for accomplishment. A good instructional objective will also state the conditions, the behavior and the criteria. For example, "Given a grocery list with ten items on it, in a grocery store, the student will select three items from that list and put them into a grocery cart, on three out of four successive occasions by 3/15/91".

17. Progress Review:

    Draw a line underneath each short-term objective and continue the line to the far right of the progress review column. Under the word "Dates", enter dates by which you EXPECT to evaluate progress made toward the accomplishment of the short-term objectives. It would be practical to coordinate these dates with the dates when a marking period ends. The progress review dates will not necessarily match any dates which you might have included within your objective. When the progress review dates occur, report the progress the student has made. If he has mastered that objective, insert an "M"; if he has not mastered it, but is making progress, insert a "P" for "progress". It will be obvious to the reader whether the student's progress is exceeding the IEP team's expectations or not by making the comparison between the progress code for a particular progress review date and the date the short term objective criteria were expected to be met.

BEST COPY AVAILABLE

P._____

Student Name_____ IEP Meeting Date_____
M D Y

SPECIAL EDUCATION PROGRAM

Describe the Special Education and Related Services that will be provided by special and regular educators and related service providers.

Skill Area	Consultation Services Personnel, Frequency & Duration	Direct Services Personnel, Instructional Grouping, Frequency & Duration	Total Minute:

Total minutes of Direct Special Education Services_____

TRANSPORTATION AS A RELATED SERVICES: Y __ N __
Describe:

Purpose: This page of the form is used:

- to describe the amount and type of services the student will receive.

Directions:

18. Insert the name of the skill area which corresponds to the short-term objectives on the IEP.

19. Indicate by title who is going to be responsible for delivering that service. Indicate the frequency and duration over a one week period if appropriate. Average minutes a week may also be used. Since a child may need direct instruction for 30 minutes 5 days per week and consultation from a Resource Room Teacher once a week for 30 minutes to meet his short-term objectives in reading, one may need to use both the "Consultation Services" column and the "Direct Services" column to reflect what must actually happen in order to provide services.

20. Compute the amount of time in minutes within the "Direct Services" column for each skill area and write it in the "Total Minutes" column.

21. Total the amount of time in minutes within this column.

22. If you checked "Y" for "Yes", indicating that the student must receive transportation in order to benefit from special education, then briefly describe what type of transportation is needed, how often and why. For example, "Van/bus to participate in water therapy program, twice per week, to meet range of motion objectives in fine and gross motor skill areas.

P._____

Student Name_____ IEP Meeting Date_____
IEP Manager _____ M D Y

DETERMINATION OF TIME IN REGULAR EDUCATION PROGRAM

(1) Total minutes in student's school week ____
- (2) Total minutes of Direct Special Education Services ____

(3) Time in Regular Education Program ____

(3) ÷ (1) = _____% in Regular Education Program

EDUCATIONAL ENVIRONMENT

Special Education Environments:	Minutes	Skill Area(s)
Resource Room or other Locations	_____	_____
Special Class	_____	_____
Separate Day School	_____	_____
Residential School	_____	_____
State School	_____	_____

DETERMINATION OF TIME IN REGULAR EDUCATION ENVIRONMENT

(1) Total minutes in student's school week ____
- (2) Total minutes in Special Education Environments ____

(3) Time in Regular Education Environment ____

(3) ÷ (1) = _____% in Regular Education Environment

PRIMARY EDUCATIONAL PLACEMENT code: _____
TOWN RESPONSIBLE FOR EDUCATION _____

Purpose: This page of the form is used:

- to comply with 34 CFR 300.550-.554 and Vermont Regulations 2363.4 which mandate that the student receive his educational program in the least restrictive environment, and to track the amount of direct services that special education students require by district and across the state

Directions:

23. Indicate the total minutes in the student's school week. If the student attends school only half-days, the student's total school week would equal the number of minutes in five half-days. Complete the rest of this section as indicated. For children served by a EEE program, only the total minutes of direct special education services should be completed in this section.

24. Educational Environment - Outlined in this section is a description of the student's placement according to the environment in which the student receives his or her special education services. The time the student spends in each special education environment is listed along with the skill area that is addressed in that setting. Special education environments are separate settings for the delivery of special education or related services such as resource rooms or special classes. Also considered as special education environments are settings which may be used by students without handicaps, but are used for a different purpose for students with handicaps such as, physical therapy delivered in the cafeteria or speech delivered in a classroom during recess.

25. Totaled here should be all the time the student receives special education in resource rooms, therapy rooms or other temporary settings. Children served by a EEE program in a pre-school or child care center would be counted here if they were pulled out of the regular environment to receive special education.

26. Indicate here all the time the student receives special education in a special class setting. Special classes include separate settings for a limited number of children with similar disabilities or age levels such as classes for students with serious emotional disturbance, students with multiple handicaps or center-based EEE classes.

27. Separate day schools include schools which are completely separate from the public school program for the same age peers. Examples of separate day schools include the On Top Program, Ayers ST., and approved independent schools such as Laraway or Pine Ridge that are attended on a daily basis.

P._____

Student Name_____ IEP Meeting Date _____
M D Y

JUSTIFICATION FOR REMOVAL FROM THE REGULAR EDUCATION ENVIRONMENT

If the student is in the Regular Education Environment less than 100% of the time, complete this section.

Describe the supplemental aids and services that have been tried or considered in meeting the student's needs within the regular education environment.

Supplemental Aid/Service	Describe Outcomes

The team recommends placement outside the regular education environment because:

If the student is placed in a residential setting, please attach Reintegration Plan.

28. Residential schools are 24-hour facilities which include a school program approved for special education such as the Bennington School, Laraway, the Greenwood School, and many out-of-state facilities.

29. State schools include Brandon and Eldred. Students served in correctional institutions or at Woodside can be listed here.

30. Complete as above. For EEE, only the total minutes in special education environments should be completed.

31. These two pieces of information are required as part of child count. In most cases these will be completed by the Supervisory Union central office.

End of Instructions for Preceding Page

****

Purpose: This page of the form is used:

- To document consideration of LRE when making the annual placement decision as required by CFR 300.550-300.554.

Directions: Note: This page is to be completed if the student is in the regular education environment less that 100% of the time. For EEE students this page is completed only if there is time indicated in the special education environment section.

32. List the supplemental aids and services that have been considered or tried in order to maintain the student in the regular education environment. Examples of supplemental aids and services that could be considered or tried before a student was placed in a resource room might include classroom accommodations, consultation to the classroom teacher, peer tutoring, services provided within the regular classroom etc. Outcomes of those services tried should be briefly summarized. The reasons the services that were only considered were not accepted should also be summarized. The team need not address every conceivable option, but should address the logical alternatives.

33. Explain the team's rationale for the placement decision that resulted in the student's removal from the regular education environment. For example, an IEP team's rationale for community-based training during the school day for a ten-year-old student with a learning impairment might be that the student needs to be instructed in the actual environment in order to learn to use his local Post Office. In this example the community is considered a special education environment because this student's age-appropriate peers would all be in school at this time of the day and therefor the student is being removed from the regular education environment.

P._____

Student Name_____ IEP Meeting Date _____
M D Y

REINTEGRATION PLAN

For a student placed in a residential placement, identify the annual goals and objectives in the IEP which address the reintegration of the student into regular education environments. Explain how these goals and objectives will lead to reintegration.

Goal # **Explanation**

Purpose: This page of the form is used:

- to document compliance with Vermont Regulation 2363.3.2 which mandates that for all pupils in a residential placement, the IEP must contain annual goals and objectives designed to reintegrate the pupil into a local school district placement. There must also be a description of how the goals and objectives will lead to reintegration.

Directions:

The directions on this form are self-explanatory.

P._____

Student Name_____ IEP Meeting Date _____
M D Y

ACCOMMODATIONS

Please list all supplemental aids and modifications necessary to ensure the student's participation in his/her educational program. When an accommodation relates to a specific skill area or goal, please list that area and goal number for easy reference.

Instructions - IEP
Required Form
No. R8
Page 8

Purpose: This page of the form is used to:

- to document compliance with Vermont Regulation 2363.5.1 which mandates that when an eligible handicapped pupil is placed in a regular class program, accommodations shall be made and described within the IEP, so that the pupil has a genuine opportunity to benefit from regular class placement. Accommodations shall be made in as many areas as needed, including instructional time, evaluation procedures, curriculum and materials adaptation, and other areas. Accommodations are required to be carried out and should be carefully considered.

Directions:

This page was left blank so you could have freedom to vary your descriptions of accommodations that will be necessary to ensure this student's successful participation in a regular class program. If a child will be in a program with non-handicapped peers, this section probably will be very important to his success. You may use a printed checklist of accommodations under this heading.

If accommodations are listed on this page, note that on the front of the IEP.

DAILY SCHEDULE/ACTIVITIES

Student: _____ Classroom Teacher: _____ Date: _____

TIME	ACTIVITY	LOCATION	PERSON RESPONSIBLE	STUDENT'S SKILLS TO BE ADDRESSED	NEEDED ADAPTATIONS	NOTES

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DAILY SCHEDULE/ACTIVITIES

Student: _____ Classroom Teacher: _____ Date: _____

TIME	ACTIVITY	LOCATION	PERSON RESPONSIBLE	STUDENT'S SKILLS TO BE ADDRESSED	NEEDED ADAPTATIONS	NOTES

CASE STUDY WITH CHILD WHO HAS MULTIPLE DISABILITIES

This case study provides an opportunity for interns to participate as an educational member of an interdisciplinary team for a child who has multiple disabilities. The extent and nature of the activities involved in this case study will be determined by the child's team, including parents, and will be documented in the form of an Action Plan (see enclosed).

There may be children in your practicum site(s) who are receiving services from the State Interdisciplinary Team (I-Team). The I-Team provides technical assistance and training to local teams of families, educators and other service providers in the delivery of a quality education to children with intensive education needs. These children are probably already receiving services from an interdisciplinary team which has developed an Action Plan. These team members, along with the I-Team Educational Consultant can provide additional support for this activity. It is not required, however, to work with a child receiving I-Team services. The case study can focus on any child receiving services from an interdisciplinary team if the team is willing to develop an Action Plan.

Ruth Dennis and Susan Edelman, Core I-Team members who are also part of the Early Childhood Team at the Center for Developmental Disabilities, are important resources for this activity. They can provide readings, contacts and samples of record reviews. It is the intern's responsibility to contact Ruth or Susan for assistance. Their offices are located at the Center for Developmental Disabilities.

The written product of this case study should follow the guidelines delineated below. For each activity identified for intern involvement in the Action Plan, the written product will include and conform to other guidelines included in this manual, e.g., Transition Plan, IEP Development, etc., as needed.

Guidelines

1. **DESCRIPTION OF THE CHILD:**

   a. child's age
   b. diagnosis if known and medical status
   c. educational setting(s)
   d. family situation

2. **IDENTIFICATION OF INTERDISCIPLINARY SERVICES:**

   a. core planning team members, frequency of contact, funding source(s)
   b. expanded team members, frequency of contact, funding source(s)

3. **RECORD REVIEW AND SUMMARY STATEMENT OF INTERDISCIPLINARY ASSESSMENTS AND SERVICES:**

   a. educational records - including IEP
   b. pertinent medical records
   c. therapy records
   d. psychological reports
   e. other reports - vision, hearing, I-Team etc.

4 **ACTION PLAN:** The action plan will be formulated with the child's team and could address an instructional program, transition program, dissemination program (family information and training), comprehensive evaluation, IEP development, lesson plan adaptation, case coordination, or home based or community based consultation. (See requirements for specific programs in Practicum Manual).

   a. Team meeting and action plan development
      1. articulate the philosophical approach of the team (developmental, compensatory approach, adaptive approach etc.)
      2. determine frequency of team meetings
      3. prioritize needs
      4. develop action plan for single high priority need

   b. Implementation of action plan:
      1. determine method for follow-up
      2. determine need for revision of action plan
      3. participate in revision as needed
      4. report on completion of action plan

5. **EVALUATION OF ACTION PLAN STRATEGY:**

   a. satisfaction of team members
   b. personal reactions

6. **DISCUSSION:** Elaborate on and summarize your case study and its results. This section should include references to the literature and discussion of the broader issues of providing services to children with multiple disabilities. Some issues might include:
   - medical vs. educational approaches

- types of teaming models and their advantages and disadvantages
- barriers to teaming
- family centered approach
- integrated therapy
- least restrictive alternatives
- funding issues
- availability of needed resources
- training needs

FAMILY-BASED EXPERIENCE

The family-based experience provides interns with the opportunity to learn directly from a family rather than from reading or attending lectures about families. This practicum component provides interns with an in-depth experience with a family of a child with a special health care and/or education need(s). Through this experience interns will: acquire an understanding of the elements of a family-centered approach, incorporate the elements of a family-centered approach into all aspects of their practicum experience, and demonstrate a knowledge of the ways in which existing systems and policies can become more responsive to family concerns and priorities.

Each intern has a Parent-to-Parent supervisor who is available to provide resources and support. A minimum of 2 meetings with each intern will be held during each of the fall and spring semesters. However, the Parent-to-Parent supervisor will be available to meet with individual interns on a weekly basis to discuss any issues regarding the implementation of a family-centered approach. It is the responsibility of the intern to communicate any additional supervision needs to the Parent-to-Parent supervisor.

"The Family-Centered Characteristics" as well as *Family-Centered Care for Children with Special Health Care Needs* are excellent resources for this activity. Parent-to-Parent of Vermont, located at the Champlain Mill also has a lending library with many valuable resources.

Guidelines

The family-based experience has been designed to be implemented in two phases. The requirements and written components of each phase are described below.

PHASE I (Fall Semester) GETTING TO KNOW THE FAMILY:

1. **MAINTAIN A LOG OF THE TIME SPENT WITH THE FAMILY:** You will be asked to submit a log of the time you spent with the family throughout the year including a brief description and a brief reflection of each activity. **Phase I Activities** include:

   a. Initial visit with the family
   b. On-going contact with the family (weekly or on a schedule that meets the family's needs)
   c. Attend a physician's appointment

d. Attend an IEP or other conference held with the school
e. Observe the child in a setting where services are being provided (school, childcare, home, therapy)
f. Have a meal with the family
g. Provide respite (spend enough time with the children so that the parent(s) will have time to "get out of the house" if they would like to)
h. Select **two additional experiences** that you and the family identify as valuable (e.g., attend a parent support group meeting, attend a birthday party)

2. **REFLECT ON YOUR EXPERIENCE**

a. Identify an aspect of your experience with the family and write a reaction paper discussing your perspective on this experience.
b. Facilitate a discussion (during practicum seminar) regarding the experience you discussed in your paper.

3. **SET GOALS FOR PHASE II** (Spring Semester) Together with your family, identify the goals and activities you will engage in during phase II. The goals and activities should be mutually beneficial and should consider the intern's learning needs and the family's own priorities. You will also want to develop a timeline for your goals and activities. The goals and timelines should be written and handed in with your reflection paper on the assigned date at the end of the fall semester. You may also want to discuss the ways in which you and the family "negotiated" the goals and activities for Phase II.

PHASE II: (Spring Semester) IMPLEMENTING A PLAN:

In the past interns and families have been very creative in defining their goals and activities for Phase II of the Family-Based experience. These ideas have included, but are not limited to:

*developing a "Fun and Care Book" that the family could share with babysitters about their child.
*providing childcare for the child and/or siblings.
*assisting a family in applying through Medicaid for wheelchair funding.
*making a videotape of the child at home and at preschool for the elementary school

1. **MAINTAIN A LOG OF THE TIME SPENT WITH THE FAMILY:** Submit a log of the time you spent with the family throughout the year including a brief description and a brief reflection of each activity. **Phase II Activities** require you to spend 48 hours with your family over the course of the semester. The goals and activities addressed during these 48 hours are those which were identified

with the family in the fall. Your 48 hours can be divided to allow you to accomplish these mutually determined goals.

2. **REFLECT ON YOUR EXPERIENCE**

   a. Identify an aspect of your experience with the family and write a reaction paper discussing your perspective on this experience. You will want to discuss any changes you made in your original plan for Phase II. How were those changes "negotiated"?

   b. Facilitate a discussion (during practicum seminar) regarding the experience you discussed in your paper.

OBSERVATION OF AN EARLY CHILDHOOD ENVIRONMENT

This experience is designed to provide interns with an opportunity to observe and critically analyze an early childhood environment.

Specific requirements for this component will be provided in practicum seminar.

SECTION VI

Classroom Management

Lesson Plans

CLASSROOM MANAGEMENT

1. Each intern will assume normal classroom responsibilities of the master teacher for a period of eight weeks. Responsibilities assumed are to be mutually agreed upon by the practicum team and may include but are not limited to:

   a. Maintaining and adjusting (as appropriate) daily schedule for classroom activities.

   b. Collecting, recording, and filing data on child progress.

   c. Reviewing each child's data weekly.

   d. Monitoring activities of classroom personnel (e.g., instructional assistants, volunteers, other interns).

   e. Maintaining contact with parents.

   f. Participating in planning meetings.

   g. Participating in the IEP process.

2. The intern will manage a preschool classroom for a minimum of eight weeks and will:

   a. Develop a weekly lesson plan of classroom goals, objectives, and procedures for each activity and curriculum area of the classroom routine.

   b. Complete a matrix which details how each child's IEP objectives will be addressed through the curriculum.

   c. Develop successive weekly lesson plans that reflect the evaluation data and incorporate necessary modifications.

LESSON PLANS

Lesson plans are required for all classroom activities and areas (i.e. blocks, books, water play) during the eight weeks of classroom management. Lesson plans and evaluation procedures should be completed by Friday of the week prior to the lesson and be made available to the cooperating-site and university supervisors. The lesson plans should include the following information:

GOAL/OBJECTIVE

Statement of "what" you want the child to learn

INSTRUCTIONAL PROCEDURES/ENVIRONMENTAL DESIGN

Description of how the environment will be set up to insure that students have the opportunity to "practice" the target skill. You will also want to address teacher behaviors that will be required to facilitate skill acquisition.

EVALUATION OF SKILL AQUISITION

Description of how students' skill aquisition will be assessed.

RESULTS AND NEXT STEPS

Summary of the results and next steps for addressing children's achievement of skills.

SECTION VII

Evaluation and Grading Procedures

EVALUATION AND GRADING PROCEDURES

I. PRACTICA EXPERIENCES

1. The cooperating-site supervisor will observe the intern on a weekly basis and review weekly the intern's responsibilities, performance, strengths, weaknesses, and offer feedback.

2. The UVM supervisor will observe the intern in his/her practica placement at least five times per semester and provide oral and written feedback.

3. The Parent-to-Parent supervisor will maintain on-going contact with families and will meet with interns at least twice per semester.

4. The Early Childhood Supervisor will assist interns in: 1) setting-up their site visit, and 2) facilitating the follow-up discussion. The Early Childhood supervisor will meet with interns individually at least once.

5. **MID SEMESTER AND END OF THE SEMESTER EVALUATIONS:**

   a. **Mid Semester:** The cooperating-site supervisor, UVM supervisor and intern will meet mid semester to discuss intern's progress. All three of these team members will have filled out a formal evaluation of the intern prior to this meeting.

      After reviewing the formal evaluations, a tentative grade will be assigned at this time accompanied by a list of strengths, weaknesses and suggestions for improvement. The list of suggestions will be kept for the final evaluation meeting to help determine a final grade.

   b. **Final Evaluation:** The cooperating-site supervisor, UVM supervisor, and intern will meet at the end of the semester to discuss the intern's progress since the mid semester evaluation. The cooperating-site supervisor, intern and UVM supervisor will have completed a formal evaluation of the intern prior to this final meeting. The evaluations and list of suggestions from mid semester will be reviewed and a consensus will be arrived at in assigning the final grade.

II. WRITTEN PRODUCT REQUIREMENTS

1. The UVM supervisor, the cooperating-site supervisor, and the intern will fill out the individual planning and progress chart jointly. Written products will be due at this time unless cleared with the UVM supervisor prior to the due date. Products that are handed in late will be penalized.

2. The UVM supervisor will monitor and evaluate:

   a. five program plans

   b. two comprehensive assessments

   c. two Individual Education Plans (IEPs)

   d. child find/screening process activities

   e. products required during classroom management

   f. weekly lesson plans, matrixes and evaluations of activities for which the intern is responsible

3. The Parent-to-Parent supervisor will monitor and evaluate:

   a. components of the family-based practicum experience

   b. written reaction papers

   c. the development of a plan of action outlining goals, activities, and timelines for Phase II of the family-based experience

   d. the implementation of Phase II activities

4. The Early Childhood Supervisor will monitor and evaluate:

   a. components of the early childhood experience

   b. seminar discussions focusing on early childhood observations

   c. other activities and requirements related to the early childhood observation experience

NOTE: Written products need to be turned in in final form on the due date.

III. UNIVERSITY EVALUATIONS

1. Evaluation forms will be completed at the end of each semester. They will include:

   a. evaluation of the UVM advisor by the intern

   b. evaluation of the UVM supervisors

   c. evaluation of the Parent-to-Parent supervisor

   d. evaluation of the cooperating-site supervisor by the intern

   e. evaluation of the intern by the cooperating-site supervisor

   f. evaluation of the intern by families

   g. evaluation of practicum sites

IV. FINAL SEMESTER GRADING PROCEDURES

The intern's final grade at the end of the semester is based upon the average of the grades received for the written products (e.g., case studies) and observed practica performance. However,

THE FINAL GRADE FOR EACH SEMESTER CANNOT BE HIGHER THAN THE PRACTICA EXPERIENCE GRADE. FOR EXAMPLE, A WRITTEN PRODUCT GRADE OF "A" AND A PRACTICA EXPERIENCE GRADE OF "B" WILL RESULT IN A GRADE OF "B". CONVERSELY, A WRITTEN PRODUCT GRADE OF "B" AND A PRACTICA EXPERIENCE GRADE OF "A" WILL RESULT IN A GRADE OF "B+" OR "A-".

V. FORMAL REVIEW PROCEDURE

Prior to the end of the Fall Semester, a formal review of the intern's progress and skills across practica and course settings will be conducted. The purpose of this formal review is to assist the Program Coordinator of UVM's graduate program in Early Childhood Special Education in making a decision concerning the intern's continuation or discontinuation with the graduate program in Early Childhood Special Education at UVM. The formal review process, conducted by the Program Coordinator will include: 1) individual interviews with all cooperating-site supervisors, the UVM supervisor, the intern's advisor (if different), and the intern, and 2) a formal meeting with the intern to share the information collected and the decision concerning program continuation. If the intern disagrees with the decision concerning program

continuation, the Program Coordinator will inform him/her of formal grievance procedures.

INSTRUCTIONAL PROGRAM PLAN

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Intern: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. **DESCRIPTION OF LEARNER:** Learner characteristics that are pertinent to the program. a. information gathered from family & others b. information gathered from observations c. procedures, instruments used, etc. d. present levels of performance. (NOTE: Include descriptive information as well as test scores).	____	x 2 =	_____
2. **RATIONALE:** (WHY teach this skill important to: the learner? the child? the family?) Identify and discuss learner and environmental characteristics and family concerns and priorities that are pertinent to the selection of this target skill. Be sure to specify the long term significance of the program for the learner, the child (if other than the learner, and the family. In addition, address the developmental appropriateness of this program.	____	x 3 =	_____
3. **OBJECTIVE:** (WHAT to teach) specifies conditions, behavior and criteria: a. provides for generalization across people, settings, materials, and other natural cues, b. provides for maintenance across time, c. provides for self-initiation.	____	x 2 =	_____
4. **INSTRUCTIONAL PROCEDURES** Instructional procedures must reflect developmentally appropriate practice a. Detailed description of the sequence of teaching/learning activities b. Location and time of instruction c. Materials	____	x 4 =	_____
5. **DATA COLLECTION PROCEDURES**: (Measure effectiveness): a. Types of data to be collected (including generalization and maintenance data) b. Data sheet c. Graphing procedures d. Reliability procedures	____	x 2 =	_____
6. **RESULTS:** What does the data show?	____	x 1 =	_____
7. **DISCUSSION:** a. What impact did this program have on the learner b. If the learner was not the child, what impact did this program have on the child c. What impact did this program have on the family? d. What were the strengths and weaknesses of this program? e. What changes would you make in the future? f. What are the next steps related to this skill area?	____	x 5=	_____

MAXIMUM POSSIBLE SCORE IS 76. DIVIDE THE STUDENT'S TOTAL SCORE BY 19 TO DETERMINE GRADE.

TRANSITION PROGRAM
Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Intern: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. **DESCRIPTION OF LEARNER:** Identify and discuss family priorities and concerns and child characteristics that are pertinent to the development of the transition plan	____	x 2 =	_____
2. **INDIVIDUAL TRANSITION PLAN:** Develop and implement a plan describing the activities, timelines, and assigned responsibilities for transitioning the child into the next environment. You may use the "**Individual Transition Plan**" developed through Project TEEM or a similar transition planning tool used by the school. This plan should include activities which:			
a. **facilitate a smooth transition for the child, parents, teachers, and administrators.** Notify receiving program of children transitioning, identify the child's potential placement, identify individuals who should participate in the child's transition.	____	x 2 =	_____
b. **facilitate family partnerships.** Develop activities for providing support and opportunities for the child's family to actively participate in the transition process.	____	x 3 =	_____
c. **prepare the child for the next environment.** Conduct an ecological analysis of the next setting to identify the survival skills needed for successful participation. Identify those skills that are developmentally appropriate to address in the current setting.	____	x 3 =	_____
d. **prepare the receiving program to successfully integrate and educate the child.** Identify and obtain necessary training and technical assistance, resources, instructional materials, adaptive equipment and building improvement. Identify strategies for promoting the child's participation within each activity of the next environment.	____	x 3 =	_____
e. **monitor the child's participation in the new environment.** Identify who will be involved in monitoring and follow-up.			
3. **TRANSITION LOG:** Maintain a log of all transition activities, e.g., meetings, observations.	____	x 2 =	_____
4. **EVALUATION PLAN:** Develop a plan for evaluating the transition process. This plan should assist the intern in determining whether the transition plan was effective.	____	x 2=	_____
5. **DISCUSSION:** What was the outcome of the transition plan and related activities and procedures? What were the strengths and weaknesses of the process? What would you do differently in the future? Were the family'-identified concerns and priorities appropriately and adequately addressed?	____	x 5=	_____

MAXIMUM POSSIBLE SCORE IS 100. DIVIDE THE STUDENT'S TOTAL SCORE BY 25 TO DETERMINE GRADE.

CONSULTATIVE PROGRAM

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Intern_____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. **DESCRIPTION OF THE SETTING** Brief description of the home or early childhood setting (preschool, day care, etc.) and people with whom you will be developing, implementing, and evaluating the program.	____	x 1 =	_____
2. **CONSULTATIVE OBJECTIVE/OUTCOME:** Precise statement of proposed objectives/outcomes of program.	____	x 1 =	_____
3. **RATIONALE:** Convincing, logical need for the establishment of the program. Include assessment information concerning child and family needs for such a program.	____	x 3 =	_____
4. **CONSULTATIVE INTERVENTION PLAN:** A description of the procedures, instruments, and settings/activities that will be used for establishing communication/rapport, communicating with others on an ongoing basis and developing, implementing, and evaluating the program.	____	x 4 =	_____
5. **EVALUATION PLAN:** Description of the instruments, forms, data collection procedures, timelines, and responsibilities for documenting the effectiveness of the program (be sure to include pre-and post-test assessment evaluations and other pertinent data).	____	x 2=	_____
6. **INTERVENTION LOG:** Maintain a descriptive daily log of the implementation of the consultative program. What occurred? Who participated? Next steps?	____	x 2=	_____
7. **RESULTS:** What does the data show in regards to the effectiveness of the program? Please include pertinent anecdotal comments as well as data sheets and/or graphs.	____	x 2 =	_____
9. **DISCUSSION:** Was the program successful? What were the program's strengths and shortcomings? What are possible next steps? What changes might you make in the future? How did you define/redefine your role over the course of this relationship?	____	x 5 =	_____

MAXIMUM POSSIBLE SCORE IS 80. DIVIDE THE STUDENT'S TOTAL SCORE BY 20 TO DETERMINE GRADE.

CHILD FIND/SCREENING PROCESS

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Intern: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. **CHILD FIND PROCEDURE:** An outline of the procedures instruments, and timelines that comprise the ECSE program's child find efforts, including: a. Community Awareness b. Referral Systems c. Family Involvment	_____	x 3 =	_____
2. **SCREENING PROCESS:** A detailed description of the process, i.e., instruments, personnel involved, areas evaluated, procedures, communication of results to parents, follow-up, etc.	_____	x 3 =	_____
3. **LOGS:** Students will keep logs of participation in the child/find screening process.	_____	x 2 =	_____
4. **Discussion:** A written critique of the child find/ screening process, including strengths and weaknesses, and suggestions for improvement.	_____	x 5=	_____

MAXIMUM POSSIBLE SCORE IS 52. DIVIDE THE STUDENT'S TOTAL SCORE BY 13 TO DETERMINE GRADE.

COMPREHENSIVE EVALUATION

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Intern: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. **LOGS** Interns will keep logs of the four-step process in developing a comprehensive evaluation plan which will include: a) establishing a Basic Staffing Team, b) informing parents of their rights and obtaining consent, c) reviewing referral information, and d) writing the comprehensive evaluation plan. The log of each activity should be written in the following format: a. TYPE OF ACTIVITY: (e.g., parent involvement) b. DATE: c. PARTICIPANTS: d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES	____	x 2 =	_____
2. **COMPREHENSIVE EVALUATION PLAN:** Interns will include the Evaluation Plan Form completed by the Basic Staffing Team.	____	x 4 =	_____
3. **CONDUCT COMPREHENSIVE EVALUATIONS:** Interns will administer a minimum of four different tests under the guidance and supervision of the master teacher and/or university supervisor. Assessment activities should be included in the log.	____	x 3 =	_____
4. **WRITTEN EVALUATION REPORT:** A synthesis of qualitative information related to the assessment areas and questions addressed in the evaluation plan. This should conform to Vermont's format for the Comprehensive Evaluation Report.	____	x 4 =	_____
5. **DISCUSSION OF THE COMPREHENSIVE EVALUATION PROCESS:** Was the evaluation plan implemented as planned? Was the information gathered sufficient to answer all the questions posed by the team? What were the strengths /limitationes of the evaluation process? Were the family's concerns and priorities addressed appropriately ? Were the evaluation activities appropriate for the age of the child ?	____	x 5=	_____

MAXIMUM POSSIBLE SCORE IS 72. DIVIDE THE STUDENT'S TOTAL SCORE BY 18 TO DETERMINE GRADE.

INDIVIDUAL EDUCATION PROGRAM

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Intern: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. **LOGS:** Interns will keep logs of parent involvement, planning meetings, quarterly IEP meetings, and annual IEP meetings. The log of each activity should be written in the following format: a. TYPE OF ACTIVITY: (e.g., parent involvement) b. DATE: c. PARTICIPANTS: d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES:	____	x 2 =	_____
2. **CONTENTS OF IEP AND RELATED FORMS**			
a. Parental Input to IEP	____	x 1 =	_____
b Notification of IEP Meeting	____	x 1 =	_____
c. Prior Notice and Consent for Placement	____	x 1 =	_____
d. Initiation and Duration of Services and Participants	____	x 1 =	_____
e. Levels of Performance	____	x 2 =	_____
f. Long-Term Annual Goals	____	x 2 =	_____
g. Short-Term Objectives	____	x 2 =	_____
h. Special Education and Related Services	____	x 1 =	_____
i. Time in Regular Education Program and Environment	____	x 1 =	_____
j. Justification for Removal and Reintegration Plan	____	x 0 =	_____
k. Accommodations	____	x 1 =	_____
3. **MATRIX:** Complete the matrix which details how the child's IEP objectives will be addressed through the curriculum.	____	x 4 =	_____
3. **DISCUSSION:** Critique the IEP process. What were the strengths and shortcomings of the process? What changes might you make in the future? How was the family involved in the IEP process? Does the IEP reflect family identified concerns and priorities?	____	x 5 =	_____

MAXIMUM POSSIBLE SCORE IS 88. DIVIDE THE STUDENT'S TOTAL SCORE BY 22 TO DETERMINE GRADE.

CASE STUDY WITH CHILD WHO HAS MULTIPLE DISABILITIES

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Intern: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. **DESCRIPTION OF THE CHILD:** a. child's age b. diagnosis if known and medical status c. educational setting(s) d. family situation	____	x 1 =	_____
2. **IDENTIFICATION OF INTERDISCIPLINARY SERVICES:** a. core planning team members, frequency of contact, funding source(s) b. expanded team members, frequency of contact, funding source(s)	____	x 1 =	_____
3. **RECORD REVIEW AND SUMMARY STATEMENT OF INTERDISCIPLINARY ASSESSMENTS AND SERVICES:** a. educational records - including IEP b. pertinent medical records c. therapy records d. psychological reports e. other reports - vision, hearing, I-Team etc.	____	x 3 =	_____
4. **ACTION PLAN:** The action plan will be formulated with the team and could address an instructional program, transition program, dissemination program (family information and training), comprehensive evaluation, IEP development, lesson plan adaptation, case coordination or home-based or community-based consultation.	____	x 4=	_____
5. **EVALUATION OF ACTION PLAN STRATEGY:** a. satisfaction of team members b. personal reactions	____	x 2 =	_____
6. **DISCUSSION:** Elaborate on and summarize your case study and its results. This section should include references to the literature and discussion of the broader issues of providing services to children with multiple disabilities.	____	x 5 =	_____

MAXIMUM POSSIBLE SCORE IS 80. DIVIDE THE STUDENT'S TOTAL SCORE BY 20 TO DETERMINE GRADE.

FAMILY-BASED EXPERIENCE

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Intern: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. **COMPLETION OF ACTIVITIES WITH THE FAMILY:**			
a. Initial visit with the family	____	x 2 =	_____
b. Ongoing contact with the family	____	x 2 =	_____
c. Attend physician's appointment	____	x 2 =	_____
d. Attend an IEP or other conference	____	x 2 =	_____
e. Observe child in setting where services are provided	____	x 2 =	_____
f. Have meal with the family	____	x 2 =	_____
g. Provide respite	____	x 2 =	_____
h. Additional experience	____	x 2 =	_____
i. Additional experience	____	x 2 =	_____
2. **LOG:** Brief description and reflection of each activity	____	x 2=	_____
3. **REFLECTION ON THE EXPERIENCE (PHASE I):**			
a. Written reaction paper	____	x 5 =	_____
b. Facilitation of seminar discussion			
4. **GOALS FOR PHASE II** Identification of goals and and activities for Phase II of the Family-Based experience. Identification of timelines for accomplishing Phase II goals	____	x 3 =	_____
5. **REFLECTION ON THE EXPERIENCE (PHASE II):**	____	x 5 =	_____
a. Written reaction paper			
b. Facilitation of seminar disucssion			

MAXIMUM POSSIBLE SCORE IS 132. DIVIDE THE STUDENT'S TOTAL SCORE BY 33 TO DETERMINE GRADE.

EVALUATION OF UNIVERSITY OF VERMONT ADVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-9 rating with 1 being a poor score and 9 being excellent.

1. Advisor's Availability:

   1 2 3 4 5 6 7 8 9

2. Quality of Advisor's Recommendations and Ability to Refer You to Others for Appropriate Advice.

   1 2 3 4 5 6 7 8 9

3. Advisor's Overall Professional Behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.).

   1 2 3 4 5 6 7 8 9

4. Quality of Advisor's Rapport With you (e.g., friendly, honest, courteous).

   1 2 3 4 5 6 7 8 9

5. Quality of Advisor's Knowledge of Curriculum Materials.

   1 2 3 4 5 6 7 8 9

6. Quality of Advisor's Knowledge of Applied Behavior Analysis and Other Intervention Methodologies.

1 2 3 4 5 6 7 8 9

7. Quality of Advisor's Knowledge of Educational Assessment.

1 2 3 4 5 6 7 8 9

8. Quality of Advisor's Knowledge of Research Methods of Evaluating Services, Training and Progress of Students.

1 2 3 4 5 6 7 8 9

9. Quality of Advisor's Ability to Encourage (inspire) You to Continue Your Professional Development.

1 2 3 4 5 6 7 8 9

ADDITIONAL COMMENTS:

EVALUATION OF COOPERATING-SITE SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-9 rating with 1 being a poor score and 9 being excellent.

1. Cooperating-site supervisor's Availability:

   1 2 3 4 5 6 7 8 9

2. Quality of Cooperating-site Supervisor's Recommendations and Ability to Refer You to Others for Appropriate Advice.

   1 2 3 4 5 6 7 8 9

3. Cooperating-site Supervisor's Overall Professional Behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.).

   1 2 3 4 5 6 7 8 9

4. Quality of Cooperating-site Supervisor's Rapport With you (e.g., friendly, honest, courteous).

   1 2 3 4 5 6 7 8 9

5. Quality of Cooperating-site Supervisor's Ability to Encourage (inspire) You to Continue Your Professional Development.

   1 2 3 4 5 6 7 8 9

ADDITIONAL COMMENTS:

EVALUATION OF THE INTERN BY THE COOPERATING-SITE SUPERVISOR

Intern:_____Cooperating-Site:_____

Supervisor:_____

School:_____Date:_____

PLEASE RATE THE INTERN UNDER YOUR CHARGE ON THE ITEMS BELOW.

1. Quality of implementation of teaching/learning procedures described in IEPs.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

2. Quality of intern's knowledge of curriculum materials being used in practicum.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

3. Quality of intern's application of behavior analysis.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

4. Willingness to take advice of the Cooperating-site Supervisor.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

5. Quality of positive affect with other professional staff of the school.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

6. Intern's overall professional behavior (e.g., punctuality, scheduling visits, cooperation with other specialists, etc.)

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

7. General estimate of intern's performance.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

NUMBER OF CHILDREN CURRENTLY BEING SERVED BY THE INTERN: _____

NUMBER OF SPECIAL EDUCATION PROGRAMS CURRENTLY BEING IMPLEMENTED BY THE INTERN:_____

WHAT DO YOU BELIEVE IS THE INTERN'S GREATEST STRENGTHS?

_____

_____

WHAT DO YOU BELIEVE IS THE INTERN'S GREATEST NEED?

_____

_____

OTHER COMMENTS:

_____

_____

EVALUATION OF PARENT-TO-PARENT SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of Parent-to-Parent supervisor.

   1 2 3 4 5

2. Quality of Parent-to-Parent supervisor's feedback and ability to assist you in establishing a relationship with your family.

   1 2 3 4 5

3. Quality of Parent-to-Parent supervisor's support to complete program requirements (e.g., scheduling necessary meetings, reviewing written work).

   1 2 3 4 5

4. Quality of Parent-to-Parent supervisor's professional behaviors (e.g., friendly, courteous, punctual).

   1 2 3 4 5

ADDITIONAL COMMENTS:

1. What were the most valuable things that you learned from this experience?

2. What things did this experience not provide that you needed or wanted?

3. Are there any issues that you feel it would be helpful for interns to brainstorm related to this experience?

EVALUATION OF EARLY CHILDHOOD SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of Early Childhood supervisor:

   1 2 3 4 5

2. Quality of Early Childhood supervisor's feedback and ability to brainstorm issues that arose.

   1 2 3 4 5

3. Quality of Early Childhood supervisor's support to complete program requirements (e.g., scheduling necessary meetings, facilitating seminar discussions).

   1 2 3 4 5

4. Quality of Early Childhood supervisor's professional behaviors (e.g., friendly, courteous, punctual).

   1 2 3 4 5

ADDITIONAL COMMENTS:

1. What were the most valuable things that you learned from this experience?

2. What things did this experience not provide that you needed or wanted?

3. Are there any issues that you feel it would be helpful for interns to brainstorm related to this experience?

EVALUATION OF UNIVERSITY OF VERMONT SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of University supervisor.

   1 2 3 4 5

2. Quality of University supervisor's feedback and ability to refer you to appropriate resources.

   1 2 3 4 5

3. Quality of University supervisor's support to complete program requirements (e.g., scheduling necessary meetings, reviewing written work).

   1 2 3 4 5

4. Quality of University supervisor's professional behaviors (e.g., friendly, courteous, punctual).

   1 2 3 4 5

5. University supervisor's knowledge of best practices in the development, implementation and evaluation of early intervention services.

   1 2 3 4 5

ADDITIONAL COMMENTS:

EVALUATION OF COOPERATING-SITE SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of cooperating-site supervisor.

   1 2 3 4 5

2. Quality of cooperating-site supervisor's feedback and ability to refer you to appropriate resources.

   1 2 3 4 5

3. Quality of cooperating-site supervisor's support to complete program requirements (e.g., scheduling necessary meetings, reviewing written work).

   1 2 3 4 5

4. Quality of cooperating-site supervisor's professional behaviors (e.g., friendly, courteous, punctual).

   1 2 3 4 5

ADDITIONAL COMMENTS:

1. What were the most valuable things that you learned from this setting?

2. What things did this site not provide that you needed or wanted?

3. Are there any personal characteristics or professional backgrounds that would be helpful to students placed in this site?

EVALUATION OF UNIVERSITY OF VERMONT ADVISOR BY INTERN

Name:_____, _____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of advisor.

   1 2 3 4 5

2. Quality of advisor's recommendations and ability to refer you to others for appropriate advice.

   1 2 3 4 5

3. Quality of advisor's rapport with you (e.g., friendly, honest, courteous, supportive).

   1 2 3 4 5

4 Advisor's knowledge of early intervention systems.

   1 2 3 4 5

5. Advisor's ability to evaluate students' strengths and needs and recommend appropriate coursework.

   1 2 3 4 5

6. Advisor's ability to support your ongoing professional development (e.g., informing student of job opportunities, local, regional, national conferences).

   1 2 3 4 5

ADDITIONAL COMMENTS:

CHARACTERISTICS OF

FAMILY-CENTERED PRACTITIONERS

DRAFT

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Characteristics of Family-Centered Practitioners

Family-centered practitioners are those who recognize, respect, and support the central role that families play in their child's life.

INDICATORS	PROVIDE EXAMPLES OF WHEN THIS DID HAPPEN, DIDN'T HAPPEN, WHY OR WHY NOT
Family-Centered Practitioners: 1. create opportunities for the family to share concerns, priorities, and resources on an on-going basis. 2. provide opportunities for families to acquire new knowledge, skills, and confidence. 3. recognize and build upon family identified strengths and abilities. 4. communicate with families in a culturally competent manner. 5. gather information from families in a way that is comfortable for family members (e.g., use a variety of informal/formal interview methods). 6. encourage families to consider their informal networks as a resource for on-going support. 7. acknowledge and respond to any family identified needs (e.g., providing families with information regarding the availability and location of other support services and organized community activities). 8. include families in all planning and decision making activities at whatever level families choose to participate.	

Characteristics of Family-Centered Practitioners

Family-centered practitioners are those who recognize, respect, and support the central role that families play in their child's life.

INDICATORS	PROVIDE EXAMPLES OF WHEN THIS DID HAPPEN, DIDN'T HAPPEN, WHY OR WHY NOT
Family-Centered Practitioners: 9. provide services that minimize disruptions in family schedules. 10. discuss the variety of options for service delivery: who, what, where, when and why. 11. create opportunities for families to increase the competence of others who interact with their child. 12. allow reciprocity. 13. respond to family's changing and on-going information needs by providing information through a variety of appropriate learning modes (e.g., video, audiotapes, written reports, journal articles) and at a number of different times. 14. provide opportunities for families to give on-going feedback regarding the services they receive and the manner in which the services are provided. 15. act upon the feedback provided to them by the families they work with. 16. seek input from families regarding program policies and practices that govern the delivery of services. 17. say they don't know when they don't know, but say they will find out.	

TABLE 1

Early Childhood Teacher Observation Checklist Items

Enhancing Cognitive Development

	Opportunity	Observed	%	Code
1. Suggested that children complete or persist at a task ("Stay until the puzzle is finished"; "Fill up all the spaces"; "Do a little more").			____	____
2. Named and/or described attributes or characteristics and/or gave factual information about events or phenomena ("This is read and round"; "Jets leave vapor trails in the sky").			____	____
3. Requested children to name objects and/or describe the attributes/ characteristics of objects (color, shape, texture, size, smell, taste, number).			____	____
4. Asked open-ended questions.			____	____
5. Asked questions or requested information from children to determine their knowledge or understanding of phenomena and/or events.			____	____
6. Gave children time to respond to questions.			____	____
7. Gave accurate feedback regarding the correctness or incorrectness of children's responses.			____	____
8. Responded to children's questions by giving accurate information and/or redirecting the question to the child or other children.			____	____
9. Encouraged pretend play and imagination.			____	____
10. Used vocabulary appropriate to the developmental level of the children.			____	____
11. Introduced "new" vocabulary in her/his conversations with children (used and defined new words; used words that expanded children's vocabulary).			____	____
12. Spoke with correct grammar.			____	____

Enhancing Emotional Health and Self-Concept

	Opportunity	Observed	%	Code
1. Used children's names when talking to them.			____	____
2. Greeted or acknowledged the presence of children upon arrival to school or to the teacher's area.			____	____
3. Showed friendliness and affection to children through physical contact and pleasant facial expressions.			____	____
4. Engaged in one-to-one conversations with children.			____	____
5. Allowed and encouraged children to make their own decisions and choices when appropriate.			____	____
6. Praised/acknowledged children for independence in making decisions and/or self-help.			____	____
7. Acknowledged and showed positive attitude toward individual differences in children's physical appearance, cultural heritage, abilities, and interests.			____	____
8. Listened attentively to children's conversation (made eye contact; responded appropriately).			____	____
9. Listened actively/showed empathy to children as they expressed emotions ("You are upset with him"; "You must be excited about your new boots"; "You miss your dad").			____	____
10. Fostered children's sense of pride in their accomplishments/products ("You finished it"; "You must be proud of that good job").			____	____
11. Refrained from comparing children unfavorably (Not - "You didn't do it as well as she did"; "She was the only good one"; "Try to make yours as nice as hers").			____	____
12. Refrained from discussing children unfavorably with staff or other adults when the children were present and could hear.			____	____

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Enhancing Social Competence

	Opportunity	Observed	%	Code
1. Allowed or encouraged children to help peers or to help with routine group tasks (cleaning up the room, making snacks, passing out napkins, holding doors, washing tables, turning on lights, dressing).			____	____
2. Thanked children for helping and/or for being thoughtful.			____	____
3. Encouraged children to take turns with and/or share equipment or materials.			____	____
4. Praised/acknowledged children for taking turns and/or sharing.			____	____
5. Gave children time to work out a problem among themselves (refrained from stepping in too soon when the children were capable).			____	____
6. Modeled socially appropriate ways to solve interpersonal problems (talked rather than yelled, grabbed, or hit; focused on behavior rather than character).			____	____
7. Encouraged children to verbally express their needs and/or feelings to others ("Ask him to pass it to you"; "Tell him you want a turn next"; "Tell her you can't see"; "Tell him you are angry"; "Tell her you like her and want her to play").			____	____
8. Encouraged children to listen to one another ("He's trying to tell you what he wants"; "Listen to her talk now").			____	____
9. Attempted to help peers understand each others intentions, feelings, and needs ("He's mad because you took the glue he was using").			____	____
10. Joined children as a participant in their activities as a facilitator, not a dominator.			____	____

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Enhancing Physical Competence, Health and Safety

	Opportunity	Observed	%	Code
1. Challenged children to try, practice or improve gross motor skills ("Try it again"; "See if you can do it faster"; "Now try to skip instead of hop").			____	____
2. Challenged children to try, practice or improve fine motor skills ("Hold the scissors this way instead"; "Put the string through the small hole this time"; "Draw another one just like it"; "Do it again").			____	____
3. Gave the children time to accomplish motor tasks. (Refrained from saying, "Hurry up" or from stepping in too soon).			____	____
4. Showed understanding of children's limited physical capabilities (buttoned the small buttons for the child; held heavy door; helped with pouring from a large pitcher).			____	____
5. Named and/or discussed body parts and/or body functions with children.			____	____
6. Encouraged the children to use good health and sanitation practices (using tissues; covering mouths for coughing or sneezing; washing hands at appropriate times; using the toilet; flushing the toilet; brushing teeth; dressing for the weather; keeping objects out of mouths).			____	____
7. Modeled good health practices (washed hands at appropriate times; used tissues; dressed for the weather).			____	____
8. Showed awareness of and acted to remove health hazards in the environment (removed or cleaned items that had been in mouths; disposed of diapers properly; flushed toilets; cleaned tables).			____	____
9. Showed concern for children's physical comfort and well-being (tied shoes; adjusted clothing; adjusted room temperature; arranged comfortable seating; checked injuries; attended to illnesses).			____	____
10. Enforced safety rules (encouraged walking instead of running in confined areas; limited numbers using large motor equipment; discouraged recklessness).			____	____
11. Was aware of and removed safety hazards in the environment (removed or closely supervised the use of sharp objects; removed or cautioned children about broken objects; kept exits clear; pointed out dangers of electrical outlets and appliances).			____	____

Management and Communication Skills

	Opportunity	*Observed*	*%*	*Code*
1. Looked at written plans or records and/or consulted with other staff about children, schedule, procedures, and/or activities.				
2. Appeared to be aware of the schedule and plans by sometimes taking initiative and/or showing leadership in activities and transitions.				
3. Was usually positioned so that she/he could see most of the children at one time.				
4. Often visually scanned the entire area.				
5. Attended two (or more) activities simultaneously without losing the flow of either (tied one child's shoe while discussing the artwork of another child; gave directions to a staff member while assisting a child with dressing).				
6. Was "authoritative" with the children when necessary (made directive statements; gave instructions; set limits).				
7. Gave directions or set limits clearly.				
8. Gave directions or set limits positively.				
9. Spoke to and listened to children at their eye level.				
10. Made eye contact with children and staff when speaking and listening.				
11. Showed pleasure/enjoyment/humor/playfulness by laughing or smiling while interacting with children and staff.				

Management and Communication Skills (con't)

	Opportunity	Observed	%	Code
12. Spoke with a pleasant, distinct, well-modulated voice (varied in tone, neither too soft nor too loud; expressive).			___	___
13. Matched her/his nonverbal behavior with the intent of her/his verbal behavior (facial expression reflected verbal message).			___	___
14. Prevented a problem from occurring (redirected a child about to misbehave; moved a pitcher from the edge of the table; added a material when an additional child entered an activity).			___	___
15. Responded quickly when misbehavior or problems occurred that required teacher action.			___	___
16. Disciplined the correct child(ren) (the one who misbehaved) when misbehavior occurred.			___	___
17. Remained calm and reasonable when setting limits or disciplining misbehaving children.			___	___
18. Refrained from using corporal or humiliating punishment.			___	___

Briggs, B. (1987). Measuring effective early childhood teaching behaviors. Child & Youth Care Quarterly, 16(3), 196-209.

SECTION VIII

ESSENTIAL EARLY EDUCATION TEACHER COMPETENCIES

STUDENT EVALUATION

BY COMPETENCIES

1. Child Development

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
<u>Developmental Sequences</u> 1.1 knowledge of pre and perinatal development. a. proper care and delivery. b. effects of genetics, environment, maternal health and nutrition, and other factors on the developing fetus. 1.2 knowledge of child development. a. sequences of development and the interrelationship among developmental areas. b. sensory and motor development and their influence on later cognitive, perceptual, and language skills. c. the development of receptive and expressive communicative competence. d. the development of perceptual learning and skills. e. motivation and initiation and their developmental significance. f. the development of cognitive skills such as problem-solving, concept formation, memory, learning, imitation and attention. g. socialization, socioemotional development, and play behavior. h. the development of self-help skills and adaptive behaviors. i. physical maturation, including health and nutritional needs.						

1. Child Development (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
<u>Impact of Environment</u> 1.3 knowledge of interactions among familial, cultural, social, and physical environments that enhance/prevent maximum growth and development. a. social and physical environments and their influ ences on development. b. the changing environmental needs of the developing child. c. the influence of the young child on physical and social environments. 1.4 knowledge of theory and research in typical child development. a. major theories of child development. b. relevant research in developmental processes. <u>Impact of Medical, Biological and Genetic Conditions</u> 1.5 knowledge of pre and perinatal developmental risk. a. the effects of risk factors such as family history or behavior, medical complications, and gestational age. b. medical, biological and genetic conditions evidenced at birth. 1.6 knowledge of risk factors and their effects on early development. a. medical and biological conditions that develop after birth.						

1. Child Development (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
b. specific implication of the child's special developmental needs on the development of socioemotional, sensory, motor, language, cognitive, perceptual, and self-help/adaptive skills. 1.7 knowledge of research related to risk factors and child development.						

2. Collaborative Teaming

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Interagency Collaboration 2.1 knowledge of community resources (programs and services available for families and how to network with those resources). 2.2 knowledge of roles and functions of families and individuals representing varying disciplines and agencies that comprise an early intervention team. 2.3 ability to establish and maintain effective family and interagency cooperation. 2.4 ability to collaboratively participate in and evaluate interagency agreements with a variety of agencies that comprise an early intervention team. Team Collaboration 2.5 knowledge of a variety of models for team organization and leadership. 2.6 knowledge of varying adult learning styles. 2.7 knowledge of and sensitivity to diverse cultural, socioeconomic, developmental, and psychological influences on team members. 2.8 knowledge of strategies for facilitating team meetings which include family members and professionals from different disciplines. 2.9 ability to engage in appropriate interpersonal communication skills and problem-solving skills with family members and other team members. 2.10 ability to plan and work cooperatively as a member of an early intervention team involving families, multiple agencies and disciplines.						

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2. Collaborative Teaming (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
2.11 ability to evaluate one's strengths and needs as a member of the team.						
2.12 ability to provide other team members with feedback on team functioning.						

3. Family-Centered Approach

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
3.1 ability to identify and discuss the implication of the principles underlying a family-centered approach to service delivery.						
3.2 ability to identify program policies and practices that are/are not consistent with the family-centered approach.						
3.3 ability to evaluate personal strengths and needs related to working with families and develop an action plan to address personal development needs.						
3.4 ability to provide services that are consistent with the family-centered approach.						
3.5 characteristics of a family-centered early childhood special educator.						
a. creates opportunities for the family to share concerns, priorities and resources.						
b. recognize and build upon family-identified strengths and abilities, communicate with families in a culturally competent manner.						
c. gather information from families in a way that is comfortable for family members.						
d. encourage families to identify informal networks and utilize them for support.						
e. promote the acquisition of parent knowledge, skills, and confidence.						
f. acknowledge and respond to any family identified needs.						
g. include families in all planning and decision-making activities at whatever level families choose to participate based on their values, resources, and priorities.						

3. Family-Centered Approach (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
h. facilitate the development of assessment and intervention plans that respect family values and styles of decision making and are shaped by family priorities and information needs as well as by child characteristics and diagnostic concerns.						
i. provide services that minimize disruption in daily family schedules or activities.						
j. coordinate appointments with other service providers.						
k. offer help that matches the family's appraisal of their needs.						
l. strengthen family-community linkages.						
m. allow reciprocity.						
n. recognize that a family's information needs change over time.						
o. respond to a family's changing information needs by providing information through a variety of appropriate learning models.						
p. provide opportunity for families to give feedback regarding the services they receive and the manner in which the services are provided.						
q. act upon the feedback provided to them by the families with whom they work.						
r. seek input from families regarding changes in policies that govern the delivery of services.						
s. say they don't know, when they don't know.						
t. interact with families in a culturally sensitive manner.						

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3. Family-Centered Approach (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
3.6 knowledge of the major elements of family systems (e.g., family resources, characteristics of the family, characteristics of individual family members, methods of meeting the needs of individual family members). 3.7 understanding of the relationships between family members and family subsystems (marital, parental, sibling, extra familial).						

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4. Professional Development

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
4.1 ability to formulate and follow a professional code of ethics and assume associated responsibilities.						
4.2 ability to advocate for and with families and their children.						
4.3 ability to evaluate personal strengths and needs as they relate to the multiple roles of an early childhood special educator.						
4.4 ability to disseminate information in both oral and written form.						

5. Consultation and Training

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
5.1 knowledge of the roles and functions of a consultant, including situations when this role is or is not appropriate in the provision of services.						
5.2 knowledge of research and principles of adult learning and development.						
5.3 ability to plan, implement, and evaluate training activities for promoting the acquisition of new knowledge or skills by family members or other professionals.						
5.4 ability to establish, implement, and maintain a consultative relationship with family members and other key individuals (e.g., childcare providers, preschool teachers) relative to the accomplishment of IEP goals and objectives.						

6. Social Policy

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
<u>State Initiative and Legislation</u> 6.1 knowledge of Vermont's Success by Six Initiative. a. identification and definition of agencies/programs that provide services to children (birth to six) and their families. b. requirement for and implications of interagency agreements relative to services for children (birth to six) and their families. c. identification and discussion of issues related to the Success by Six Initiative. d. identify and discuss the relationships between/ among the Success by Six Initiative, Part H and Part B of IDEA. 6.2 knowledge of Vermont's Early Education Initiative Program. a. identify and discuss program goals and objectives (e.g., eligibility requirements, characteristics of sponsoring programs). b. identify and discuss the relationships between/ among the Early Education Initiative, Part H and Part B of IDEA. 6.3 knowledge of Vermont's Essential Early Education (EEE) Program. a. identify and discuss legal requirements (e.g., eligibility, evaluation, IEP). b. identify and discuss service delivery options. c. identify and discuss the relationships between/ among the EEE program, the Success by Six Initiative, the Early Education Initiative, and Part H and Part B of IDEA.						

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6. Social Policy (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Federal Legislation Part H of IDEA 6.4 knowledge of issues related to the Part H program of IDEA. a. the legislative context in which the act was passed. b. the intent of Congress. c. requirements for funds under Part H grants. d. timelines for activities authorized under Part H. 6.5 ability to relate the requirements of Part H to his/her own discipline and describe specific implementation activities from the perspective of that discipline. 6.6 ability to identify and discuss issues related to the implementation of IDEA. Part B of IDEA 6.7 knowledge of the components and requirements of federally mandated services to eligible 3-5 year olds and their families. 6.8 ability to identify and discuss issues related to the provision of Part B services.						

7. Assessment

EVALUATION OF STUDENT PERFORMANCE						
COMPETENCY	**Review Dates**					**Comments**
Child Find 7.1 knowledge of child find procedures. 7.2 ability to participate in and evaluate a comprehensive child find system. a. promote community awareness. b. identify other agencies and coordinate activities to establish an active referral system. c. participate in the implementation of a state-wide tracking system. 7.3 knowledge of screening instruments and procedures. 7.4 ability to participate in and evaluate a comprehensive community-wide screening system. a. coordinate with screening activities of other community agencies. b. provide opportunities for all families to learn more about their child's development and community resources. c. gather information from a variety of sources, including interviews with parents, observing the children and administering valid and reliable instruments. d. interpret and discuss screening results with parents to determine next steps, such as rescreening, referrals to other community resources or further evaluation(s).						

7. Assessment (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Comprehensive Evaluation 7.5 ability to select and use a variety of appropriate assessment instruments and procedures for young children (3-5 years). a. identify a variety of assessment instruments and their purposes and make appropriate selections for each purpose. b. include the primary caregivers in the assessment process and be sensitive to their emotional state. c. determine the status of the child for assessment purposes (e.g., is the child sick, frightened, or in need of a longer warm-up time?) d. determine optimal use of the physical setting (e.g., is the child appropriately positioned and comfortable with the parents nearby?) e. administer assessment instruments in a manner that assures reliable and valid results and assesses results appropriately. 7.6 ability to implement reliable and valid evaluation procedures which incorporate multimeasure, multisource and multidomain information-gathering activities to determine eligibility and to develop the IFSP. a. establish an evaluation team which includes family members and representatives from those disciplines necessary to design and assure full implementation of an evaluation plan. b. ability to work with families and evaluation team members to develop an evaluation plan identifying questions that will drive the evaluation process. c. gather information from multiple sources including families and other individuals who know the child.						

7. Assessment (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
d. determine family concerns, priorities and resources as they relate to the child's development.						
e. gather information from multiple measures that may include standardized tests, curriculum and judgement-based assessments, observations in naturalistic settings and formal and informal interview procedures.						
f. include a variety of formal and informal instruments/procedures for gathering information relevant to family and environmental factors, including parent-child interaction, child environment interaction, the physical and social environment, and family concerns, priorities and resources as they relate to the child's development.						
g. adapt assessment materials for children with qualifying factors such as handicapping conditions or cultural differences without violating assessment protocol.						
7.7 ability to interpret and discuss evaluation information with families and others in a manner that is clear and understandable, supports the child and family, and facilitates the development of an appropriate program.						
7.8 ability to discuss evaluation information with the family to determine if additional consultation and assessment are needed, the child's eligibility for services, and the content of the IEP.						

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8. Curriculum

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
8.1 knowledge of current trends and practices in medical intervention.						
8.2 knowledge of current trends and practices in therapeutic, developmental and educational intervention.						
8.3 ability to develop, implement and evaluate a curriculum that addresses all areas of development including physical, social/emotional, communication, and cognitive through an integrated approach (e.g., curriculum planning ensures that activities designed to stimulate one area of development and learning enhance other areas as well).						
8.4 ability to include parents in the design, implementation, and evaluation of the curriculum.						
8.5 plan curriculum based on on-going teacher observation and monitoring of children's special interests and developmental progress.						
8.6 include information from parents about their child's likes, dislikes, strengths, and needs as it relates to curriculum planning.						
8.7 develop classroom activities that emphasize learning as an interactive process, creating an environment that allows children to learn through active exploration and interaction with adults, other children and materials.						
8.8 design and chose materials that are concrete and relevant to the lives of young children.						
8.9 design activities and chose materials that are appropriate for a wider range of developmental interests and abilities than the chronological age range of the group would suggest.						

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8. Curriculum (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
8.10 ability to include multicultural and nonsexist experiences, materials, and equipment as an integral part of the curriculum.						
8.11 provide a balance of indoor and outdoor activity.						
8.12 knowledge of health and safety procedures in home and group settings.						
8.13 ability to articulate varying philosophies of early intervention, including related goals and intervention strategies.						
8.14 ability to develop, in partnership with family members and other professionals, a curriculum philosophy and supporting goals and activities.						
8.15 knowledge of and ability to administer a number of commercially available norm-based, criterion-based and curriculum-based curricula for enhancing child development and skill acquisition.						
8.16 ability to modify or adapt curricular goals, skills and/or activities to address the individual needs of the young child and family.						
a. identifies and applies behavioral principles (e.g., shaping, prompting, reinforcement).						
b. modifies physical and social environment.						
c. adapts/modifies materials and activities.						
d. identifies and provides accommodations.						

9. Individualized Educational Plan (IEP)/ Individualized Family Service Plan (IFSP)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE: Review Dates					Comments
IFSP						
9.1 ability to articulate the philosophical and conceptual framework for developing IFSPs.						
9.2. knowledge of the legal and regulatory requirements of Part H of IDEA relative to IFSP development.						
9.3 ability to identify and discuss the components of an IFSP.						
9.4 ability to develop a statement identifying family concerns, priorities and resources related to enhancing the development of their child.						
9.5 ability to identify and discuss issues related to developing, implementing, monitoring, and evaluating IFSPs (e.g., the family-centered approach, teaming, collaborating with other agencies and service providers, formulating transition plans, supporting family priorities, flexibility of services).						
IEP						
9.6 ability to develop an IEP that integrates the program's curriculum, the results of a multidisciplinary team evaluation, and the input of the child's parents and interdisciplinary team.						
9.7 ability to develop, in cooperation with the IEP team (including the parent), a written IEP that includes:						
a. discipline free goals and objectives that reflect the interests, priorities, and values of the child's family;						
b. a placement decision that reflects team consensus;						
c. the type and amount of accommodations, resources and related services needed to facilitate full participation in the environment;						

9. IEP/IFSP (con't)	EVALUATION OF STUDENT PERFORMANCE					
COMPETENCY	Review Dates					Comments
d. the type and amount of accommodations, resources and related services needed to support the child's accomplishment of IEP goals and objectives;						
e. a statement specifying the roles and responsibilities of each related service provider, relative to the IEP goals and objectives, is developed and attached to the IEP.						
9.8 demonstrates the ability to						
a. provide documentation and information supporting the team's decision.						
b. develop a written plan to facilitate the child's full participation in an early childhood setting that typically developing children attend for those situations where the IEP team recommends placement in a setting other than an early childhood setting that typically developing children attend.						
9.9 develop IFSPs/IEPs that successfully transition children and their families into new services/settings.						
<u>Implementation of IEP</u>						
9.10 ability to implement IEP goals and objectives across a variety of settings (e.g., home, center, childcare, etc.).						
9.11 ability to integrate IEP goals and objectives into the overall curriculum of a preschool/childcare program.						
9.12 ability to provide consultation to other individuals who are working with the child on IEP goals and objectives (e.g., mainstream preschool teachers, childcare providers, family members.						

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9. IEP/IFSP (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Evaluation of IEP 9.13 ability to evaluate the implementation and impact of the IEP a. develop and implement a plan for ongoing and periodic assessment of child. b. measure outcomes and gains an analyze data using formal and informal procedures. c. periodically evaluate family satisfaction with services provided and involve the family actively in evaluating the child and family program. d. utilize the evaluation results to make decisions concerning the continuation, modification, or termination of the IEP.						

10. Transition Planning

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
10.1 knowledge of critical activities related to the transition planning process (e.g., provide necessary information to key individuals, establish a transition planning team, communicate with the receiving school).						
10.2 ability to participate as a member of a transition planning team in the design, implementation, and evaluation of a transition plan.						
10.3 ability to identify and provide a child with opportunities to learn developmentally appropriate skills and strategies that will facilitate integration into kindergarten and school activities.						
10.4 ability to identify strategies for promoting the child's successful participation in kindergarten and school activities.						
10.5 ability to identify necessary personnel, instructional materials, adaptive equipment, and building improvements for promoting the child's successful participation in the kindergarten and school activities.						

11. Program Evaluation

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
11.1 knowledge of current trends and practices in evaluating services for young children with special needs and their families. 11.2 knowledge of procedures for planning and conducting comprehensive formative and summative evaluations of early intervention services. a. determine the purpose of the evaluation. b. identify key components of the program to be evaluated based on identified purpose. c. identify key individuals in the evaluation process. d. determine the focus of appropriate evaluation activities (e.g., questions to be answered, procedures to be used, data analysis procedures, timelines).						

12. Program Administration	EVALUATION OF STUDENT PERFORMANCE					
COMPETENCY	Review Dates					Comments
12.1 knowledge of the components of various early intervention service delivery models, including the professionals, management systems, facilities, program materials, and budgetary resources required to implement the services.						
12.2 knowledge of major sources of federal and state funds supporting early intervention services.						
12.3 ability to analyze the resources and needs of a community.						
12.4 ability to participate in the implementation and evaluation of an early intervention program.						
12.5 ability to collaboratively select and support program staff (e.g., supervise, develop job descriptions, training, program planning).						
12.6 knowledge of issues in management of fiscal responsibilities.						
12.7 ability to articulate a program philosophy and related goals and identify supporting program policies, practices, and activities.						
12.8 knowledge of the role, activities, and purpose of establishing a community-based interagency planning teams to support the activities of an early childhood special education program.						
12.9 ability to articulate and discuss current laws, regulations, initiative and best practices relative to the design, implementation, and evaluation of early childhood special education services.						
12.10 knowledge of the legal, philosophical, developmental and ecological foundation of early intervention practices and their impact upon planning, implementing, and evaluating services.						

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APPENDIX D

Student Evaluation by Competencies

STUDENT EVALUATION

BY COMPETENCIES

1. Child Development

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Developmental Sequences 1.1 knowledge of pre and perinatal development. a. proper care and delivery. b. effects of genetics, environment, maternal health and nutrition, and other factors on the developing fetus. 1.2 knowledge of child development. a. sequences of development and the interrelationship among developmental areas. b. sensory and motor development and their influence on later cognitive, perceptual, and language skills. c. the development of receptive and expressive communicative competence. d. the development of perceptual learning and skills. e. motivation and initiation and their developmental significance. f. the development of cognitive skills such as problem-solving, concept formation, memory, learning, imitation and attention. g. socialization, socioemotional development, and play behavior. h. the development of self-help skills and adaptive behaviors. i. physical maturation, including health and nutritional needs.						

1. Child Development (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE Review Dates					Comments
Impact of Environment 1.3 knowledge of interactions among familial, cultural, social, and physical environments that enhance/prevent maximum growth and development. a. social and physical environments and their influ ences on development. b. the changing environmental needs of the developing child. c. the influence of the young child on physical and social environments. 1.4 knowledge of theory and research in typical child development. a. major theories of child development. b. relevant research in developmental processes. Impact of Medical, Biological and Genetic Conditions 1.5 knowledge of pre and perinatal developmental risk. a. the effects of risk factors such as family history or behavior, medical complications, and gestational age. b. medical, biological and genetic conditions evidenced at birth. 1.6 knowledge of risk factors and their effects on early development. a. medical and biological conditions that develop after birth.						

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1. Child Development (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
b. specific implication of the child's special developmental needs on the development of socioemotional, sensory, motor, language, cognitive, perceptual, and self-help/adaptive skills.						
1.7 knowledge of research related to risk factors and child development.						

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2. Collaborative Teaming

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Interagency Collaboration						
2.1 knowledge of community resources (programs and services available for families and how to network with those resources).						
2.2 knowledge of roles and functions of families and individuals representing varying disciplines and agencies that comprise an early intervention team.						
2.3 ability to establish and maintain effective family and interagency cooperation.						
2.4 ability to collaboratively participate in and evaluate interagency agreements with a variety of agencies that comprise an early intervention team.						
Team Collaboration						
2.5 knowledge of a variety of models for team organization and leadership.						
2.6 knowledge of varying adult learning styles.						
2.7 knowledge of and sensitivity to diverse cultural, socioeconomic, developmental, and psychological influences on team members.						
2.8 knowledge of strategies for facilitating team meetings which include family members and professionals from different disciplines.						
2.9 ability to engage in appropriate interpersonal communication skills and problem-solving skills with family members and other team members.						
2.10 ability to plan and work cooperatively as a member of an early intervention team involving families, multiple agencies and disciplines.						

2. Collaborative Teaming (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
2.11 ability to evaluate one's strengths and needs as a member of the team.						
2.12 ability to provide other team members with feedback on team functioning.						

3. Family-Centered Approach

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
3.1 ability to identify and discuss the implication of the principles underlying a family-centered approach to service delivery.						
3.2 ability to identify program policies and practices that are/are not consistent with the family-centered approach.						
3.3 ability to evaluate personal strengths and needs related to working with families and develop an action plan to address personal development needs.						
3.4 ability to provide services that are consistent with the family-centered approach.						
3.5 characteristics of a family-centered early childhood special educator.						
a. creates opportunities for the family to share concerns, priorities and resources.						
b. recognize and build upon family-identified strengths and abilities, communicate with families in a culturally competent manner.						
c. gather information from families in a way that is comfortable for family members.						
d. encourage families to identify informal networks and utilize them for support.						
e. promote the acquisition of parent knowledge, skills, and confidence.						
f. acknowledge and respond to any family identified needs.						
g. include families in all planning and decision-making activities at whatever level families choose to participate based on their values, resources, and priorities.						

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3. Family-Centered Approach (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
h. facilitate the development of assessment and intervention plans that respect family values and styles of decision making and are shaped by family priorities and information needs as well as by child characteristics and diagnostic concerns.						
i. provide services that minimize disruption in daily family schedules or activities.						
j. coordinate appointments with other service providers.						
k. offer help that matches the family's appraisal of their needs.						
l. strengthen family-community linkages.						
m. allow reciprocity.						
n. recognize that a family's information needs change over time.						
o. respond to a family's changing information needs by providing information through a variety of appropriate learning models.						
p. provide opportunity for families to give feedback regarding the services they receive and the manner in which the services are provided.						
q. act upon the feedback provided to them by the families with whom they work.						
r. seek input from families regarding changes in policies that govern the delivery of services.						
s. say they don't know, when they don't know.						
t. interact with families in a culturally sensitive manner.						

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3. Family-Centered Approach (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
3.6 knowledge of the major elements of family systems (e.g., family resources, characteristics of the family, characteristics of individual family members, methods of meeting the needs of individual family members). 3.7 understanding of the relationships between family members and family subsystems (marital, parental, sibling, extra familial).						

4. Professional Development

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
4.1 ability to formulate and follow a professional code of ethics and assume associated responsibilities.						
4.2 ability to advocate for and with families and their children.						
4.3 ability to evaluate personal strengths and needs as they relate to the multiple roles of an early childhood special educator.						
4.4 ability to disseminate information in both oral and written form.						

5. Consultation and Training

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
5.1 knowledge of the roles and functions of a consultant, including situations when this role is or is not appropriate in the provision of services.						
5.2 knowledge of research and principles of adult learning and development.						
5.3 ability to plan, implement, and evaluate training activities for promoting the acquisition of new knowledge or skills by family members or other professionals.						
5.4 ability to establish, implement, and maintain a consultative relationship with family members and other key individuals (e.g., childcare providers, preschool teachers) relative to the accomplishment of IEP goals and objectives.						

6. Social Policy

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
<u>State Initiative and Legislation</u> 6.1 knowledge of Vermont's Success by Six Initiative. a. identification and definition of agencies/programs that provide services to children (birth to six) and their families. b. requirement for and implications of interagency agreements relative to services for children (birth to six) and their families. c. identification and discussion of issues related to the Success by Six Initiative. d. identify and discuss the relationships between/ among the Success by Six Initiative, Part H and Part B of IDEA. 6.2 knowledge of Vermont's Early Education Initiative Program. a. identify and discuss program goals and objectives (e.g., eligibility requirements, characteristics of sponsoring programs). b. identify and discuss the relationships between/ among the Early Education Initiative, Part H and Part B of IDEA. 6.3 knowledge of Vermont's Essential Early Education (EEE) Program. a. identify and discuss legal requirements (e.g., eligibility, evaluation, IEP). b. identify and discuss service delivery options. c. identify and discuss the relationships between/ among the EEE program, the Success by Six Initiative, the Early Education Initiative, and Part H and Part B of IDEA.						

6. Social Policy (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
<u>Federal Legislation</u> <u>Part H of IDEA</u> 6.4 knowledge of issues related to the Part H program of IDEA. a. the legislative context in which the act was passed. b. the intent of Congress. c. requirements for funds under Part H grants. d. timelines for activities authorized under Part H. 6.5 ability to relate the requirements of Part H to his/her own discipline and describe specific implementation activities from the perspective of that discipline. 6.6 ability to identify and discuss issues related to the implementation of IDEA. <u>Part B of IDEA</u> 6.7 knowledge of the components and requirements of federally mandated services to eligible 3-5 year olds and their families. 6.8 ability to identify and discuss issues related to the provision of Part B services.						

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7. Assessment

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Child Find 7.1 knowledge of child find procedures. 7.2 ability to participate in and evaluate a comprehensive child find system. a. promote community awareness. b. identify other agencies and coordinate activities to establish an active referral system. c. participate in the implementation of a state-wide tracking system. 7.3 knowledge of screening instruments and procedures. 7.4 ability to participate in and evaluate a comprehensive community-wide screening system. a. coordinate with screening activities of other community agencies. b. provide opportunities for all families to learn more about their child's development and community resources. c. gather information from a variety of sources, including interviews with parents, observing the children and administering valid and reliable instruments. d. interpret and discuss screening results with parents to determine next steps, such as rescreening, referrals to other community resources or further evaluation(s).						

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7. Assessment (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Comprehensive Evaluation						
7.5 ability to select and use a variety of appropriate assessment instruments and procedures for young children (3-5 years).						
a. identify a variety of assessment instruments and their purposes and make appropriate selections for each purpose.						
b. include the primary caregivers in the assessment process and be sensitive to their emotional state.						
c. determine the status of the child for assessment purposes (e.g., is the child sick, frightened, or in need of a longer warm-up time?)						
d. determine optimal use of the physical setting (e.g., is the child appropriately positioned and comfortable with the parents nearby?)						
e. administer assessment instruments in a manner that assures reliable and valid results and assesses results appropriately.						
7.6 ability to implement reliable and valid evaluation procedures which incorporate multimeasure, multisource and multidomain information-gathering activities to determine eligibility and to develop the IFSP.						
a. establish an evaluation team which includes family members and representatives from those disciplines necessary to design and assure full implementation of an evaluation plan.						
b. ability to work with families and evaluation team members to develop an evaluation plan identifying questions that will drive the evaluation process.						
c. gather information from multiple sources including families and other individuals who know the child.						

7. Assessment (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
d. determine family concerns, priorities and resources as they relate to the child's development.						
e. gather information from multiple measures that may include standardized tests, curriculum and judgement-based assessments, observations in naturalistic settings and formal and informal interview procedures.						
f. include a variety of formal and informal instruments/procedures for gathering information relevant to family and environmental factors, including parent-child interaction, child-environment interaction, the physical and social environment, and family concerns, priorities and resources as they relate to the child's development.						
g. adapt assessment materials for children with qualifying factors such as handicapping conditions or cultural differences without violating assessment protocol.						
7.7 ability to interpret and discuss evaluation information with families and others in a manner that is clear and understandable, supports the child and family, and facilitates the development of an appropriate program.						
7.8 ability to discuss evaluation information with the family to determine if additional consultation and assessment are needed, the child's eligibility for services, and the content of the IEP.						

8. Curriculum

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
8.1 knowledge of current trends and practices in medical intervention.						
8.2 knowledge of current trends and practices in therapeutic, developmental and educational intervention.						
8.3 ability to develop, implement and evaluate a curriculum that addresses all areas of development including physical, social/emotional, communication, and cognitive through an integrated approach (e.g., curriculum planning ensures that activities designed to stimulate one area of development and learning enhance other areas as well).						
8.4 ability to include parents in the design, implementation, and evaluation of the curriculum.						
8.5 plan curriculum based on on-going teacher observation and monitoring of children's special interests and developmental progress.						
8.6 include information from parents about their child's likes, dislikes, strengths, and needs as it relates to curriculum planning.						
8.7 develop classroom activities that emphasize learning as an interactive process, creating an environment that allows children to learn through active exploration and interaction with adults, other children and materials.						
8.8 design and chose materials that are concrete and relevant to the lives of young children.						
8.9 design activities and chose materials that are appropriate for a wider range of developmental interests and abilities than the chronological age range of the group would suggest.						

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8. Curriculum (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
8.10 ability to include multicultural and nonsexist experiences, materials, and equipment as an integral part of the curriculum.						
8.11 provide a balance of indoor and outdoor activity.						
8.12 knowledge of health and safety procedures in home and group settings.						
8.13 ability to articulate varying philosophies of early intervention, including related goals and intervention strategies.						
8.14 ability to develop, in partnership with family members and other professionals, a curriculum philosophy and supporting goals and activities.						
8.15 knowledge of and ability to administer a number of commercially available norm-based, criterion-based and curriculum-based curricula for enhancing child development and skill acquisition.						
8.16 ability to modify or adapt curricular goals, skills and/or activities to address the individual needs of the young child and family.						
a. identifies and applies behavioral principles (e.g., shaping, prompting, reinforcement).						
b. modifies physical and social environment.						
c. adapts/modifies materials and activities.						
d. identifies and provides accommodations.						

9. Individualized Educational Plan (IEP)/ Individualized Family Service Plan (IFSP)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE: Review Dates					Comments
IFSP						
9.1 ability to articulate the philosophical and conceptual framework for developing IFSPs.						
9.2. knowledge of the legal and regulatory requirements of Part H of IDEA relative to IFSP development.						
9.3 ability to identify and discuss the components of an IFSP.						
9.4 ability to develop a statement identifying family concerns, priorities and resources related to enhancing the development of their child.						
9.5 ability to identify and discuss issues related to developing, implementing, monitoring, and evaluating IFSPs (e.g., the family-centered approach, teaming, collaborating with other agencies and service providers, formulating transition plans, supporting family priorities, flexibility of services).						
IEP						
9.6 ability to develop an IEP that integrates the program's curriculum, the results of a multidisciplinary team evaluation, and the input of the child's parents and interdisciplinary team.						
9.7 ability to develop, in cooperation with the IEP team (including the parent), a written IEP that includes:						
a. discipline free goals and objectives that reflect the interests, priorities, and values of the child's family;						
b. a placement decision that reflects team consensus;						
c. the type and amount of accommodations, resources and related services needed to facilitate full participation in the environment;						

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9. IEP/IFSP (con't)	EVALUATION OF STUDENT PERFORMANCE					
COMPETENCY	Review Dates					Comments
d. the type and amount of accommodations, resources and related services needed to support the child's accomplishment of IEP goals and objectives;						
e. a statement specifying the roles and responsibilities of each related service provider, relative to the IEP goals and objectives, is developed and attached to the IEP.						
9.8 demonstrates the ability to						
a. provide documentation and information supporting the team's decision.						
b. develop a written plan to facilitate the child's full participation in an early childhood setting that typically developing children attend for those situations where the IEP team recommends placement in a setting other than an early childhood setting that typically developing children attend.						
9.9 develop IFSPs/IEPs that successfully transition children and their families into new services/settings.						
Implementation of IEP						
9.10 ability to implement IEP goals and objectives across a variety of settings (e.g., home, center, childcare, etc.).						
9.11 ability to integrate IEP goals and objectives into the overall curriculum of a preschool/childcare program.						
9.12 ability to provide consultation to other individuals who are working with the child on IEP goals and objectives (e.g., mainstream preschool teachers, childcare providers, family members.						

9. IEP/IFSP (con't)

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
Evaluation of IEP 9.13 ability to evaluate the implementaiton and impact of the IEP a. develop and implement a plan for ongoing and periodic assessment of child. b. measure outcomes and gains an analyze data using formal and informal procedures. c. periodically evaluate family satisfaction with services provided and involve the family actively in evaluating the child and family program d. utilize the evaluation results to make decisions concerning the continuation, modification, or termination of the IEP.						

10. Transition Planning

EVALUATION OF STUDENT PERFORMANCE						
COMPETENCY	Review Dates					Comments
10.1 knowledge of critical activities related to the transition planning process (e.g., provide necessary information to key individuals, establish a transition planning team, communicate with the receiving school).						
10.2 ability to participate as a member of a transition planning team in the design, implementation, and evaluation of a transition plan.						
10.3 ability to identify and provide a child with opportunities to learn developmentally appropriate skills and strategies that will facilitate integration into kindergarten and school activities.						
10.4 ability to identify strategies for promoting the child's successful participation in kindergarten and school activities.						
10.5 ability to identify necessary personnel, instructional materials, adaptive equipment, and building improvements for promoting the child's successful participation in the kindergarten and school activities.						

11. Program Evaluation

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE					
	Review Dates					Comments
11.1 knowledge of current trends and practices in evaluating services for young children with special needs and their families.						
11.2 knowledge of procedures for planning and conducting comprehensive formative and summative evaluations of early intervention services.						
a. determine the purpose of the evaluation.						
b. identify key components of the program to be evaluated based on identified purpose.						
c. identify key individuals in the evaluation process.						
d. determine the focus of appropriate evaluation activities (e.g., questions to be answered, procedures to be used, data analysis procedures, timelines).						

12. Program Administration

COMPETENCY	EVALUATION OF STUDENT PERFORMANCE: Review Dates					Comments
12.1 knowledge of the components of various early intervention service delivery models, including the professionals, management systems, facilities, program materials, and budgetary resources required to implement the services.						
12.2 knowledge of major sources of federal and state funds supporting early intervention services.						
12.3 ability to analyze the resources and needs of a community.						
12.4 ability to participate in the implementation and evaluation of an early intervention program.						
12.5 ability to collaboratively select and support program staff (e.g., supervise, develop job descriptions, training, program planning).						
12.6 knowledge of issues in management of fiscal responsibilities.						
12.7 ability to articulate a program philosophy and related goals and identify supporting program policies, practices, and activities.						
12.8 knowledge of the role, activities, and purpose of establishing a community-based interagency planning teams to support the activities of an early childhood special education program.						
12.9 ability to articulate and discuss current laws, regulations, initiative and best practices relative to the design, implementation, and evaluation of early childhood special education services.						
12.10 knowledge of the legal, philosophical, developmental and ecological foundation of early intervention practices and their impact upon planning, implementing, and evaluating services.						

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APPENDIX E

Sample Evaluation Forms

EVALUATION OF UNIVERSITY OF VERMONT ADVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-9 rating with 1 being a poor score and 9 being excellent.

1. Advisor's Availability:

   1 2 3 4 5 6 7 8 9

2. Quality of Advisor's Recommendations and Ability to Refer You to Others for Appropriate Advice.

   1 2 3 4 5 6 7 8 9

3. Advisor's Overall Professional Behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.).

   1 2 3 4 5 6 7 8 9

4. Quality of Advisor's Rapport With you (e.g., friendly, honest, courteous).

   1 2 3 4 5 6 7 8 9

5. Quality of Advisor's Knowledge of Curriculum Materials.

   1 2 3 4 5 6 7 8 9

6. Quality of Advisor's Knowledge of Applied Behavior Analysis and Other Intervention Methodologies.

1 2 3 4 5 6 7 8 9

7. Quality of Advisor's Knowledge of Educational Assessment.

1 2 3 4 5 6 7 8 9

8. Quality of Advisor's Knowledge of Research Methods of Evaluating Services, Training and Progress of Students.

1 2 3 4 5 6 7 8 9

9. Quality of Advisor's Ability to Encourage (inspire) You to Continue Your Professional Development.

1 2 3 4 5 6 7 8 9

ADDITIONAL COMMENTS:

EVALUATION OF COOPERATING-SITE SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-9 rating with 1 being a poor score and 9 being excellent.

1. Cooperating-site supervisor's Availability:

   1 2 3 4 5 6 7 8 9

2. Quality of Cooperating-site Supervisor's Recommendations and Ability to Refer You to Others for Appropriate Advice.

   1 2 3 4 5 6 7 8 9

3. Cooperating-site Supervisor's Overall Professional Behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.).

   1 2 3 4 5 6 7 8 9

4. Quality of Cooperating-site Supervisor's Rapport With you (e.g., friendly, honest, courteous).

   1 2 3 4 5 6 7 8 9

5. Quality of Cooperating-site Supervisor's Ability to Encourage (inspire) You to Continue Your Professional Development.

   1 2 3 4 5 6 7 8 9

ADDITIONAL COMMENTS:

EVALUATION OF THE INTERN BY THE COOPERATING-SITE SUPERVISOR

Intern:_____Cooperating-Site:_____

Supervisor:_____

School:_____Date:_____

PLEASE RATE THE INTERN UNDER YOUR CHARGE ON THE ITEMS BELOW.

1. Quality of implementation of teaching/learning procedures described in IEPs.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

2. Quality of intern's knowledge of curriculum materials being used in practicum.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

3. Quality of intern's application of behavior analysis.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

4. Willingness to take advice of the Cooperating-site Supervisor.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

5. Quality of positive affect with other professional staff of the school.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

6. Intern's overall professional behavior (e.g., punctuality, scheduling visits, cooperation with other specialists, etc.)

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

7. General estimate of intern's performance.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

NUMBER OF CHILDREN CURRENTLY BEING SERVED BY THE INTERN: _____

NUMBER OF SPECIAL EDUCATION PROGRAMS CURRENTLY BEING IMPLEMENTED BY THE INTERN:_____

WHAT DO YOU BELIEVE IS THE INTERN'S GREATEST STRENGTHS?

_____

_____

WHAT DO YOU BELIEVE IS THE INTERN'S GREATEST NEED?

_____

_____

OTHER COMMENTS:

_____

_____

EVALUATION OF PARENT-TO-PARENT SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of Parent-to-Parent supervisor.

   1 2 3 4 5

2. Quality of Parent-to-Parent supervisor's feedback and ability to assist you in establishing a relationship with your family.

   1 2 3 4 5

3. Quality of Parent-to-Parent supervisor's support to complete program requirements (e.g., scheduling necessary meetings, reviewing written work).

   1 2 3 4 5

4. Quality of Parent-to-Parent supervisor's professional behaviors (e.g., friendly, courteous, punctual).

   1 2 3 4 5

ADDITIONAL COMMENTS:

1. What were the most valuable things that you learned from this experience?

2. What things did this experience not provide that you needed or wanted?

3. Are there any issues that you feel it would be helpful for interns to brainstorm related to this experience?

EVALUATION OF EARLY CHILDHOOD SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of Early Childhood supervisor:

   1 2 3 4 5

2. Quality of Early Childhood supervisor's feedback and ability to brainstorm issues that arose.

   1 2 3 4 5

3. Quality of Early Childhood supervisor's support to complete program requirements (e.g., scheduling necessary meetings, facilitating seminar discussions).

   1 2 3 4 5

4. Quality of Early Childhood supervisor's professional behaviors (e.g., friendly, courteous, punctual).

   1 2 3 4 5

ADDITIONAL COMMENTS:

1. What were the most valuable things that you learned from this experience?

2. What things did this experience not provide that you needed or wanted?

3. Are there any issues that you feel it would be helpful for interns to brainstorm related to this experience?

EVALUATION OF UNIVERSITY OF VERMONT SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of University supervisor.

   1 2 3 4 5

2. Quality of University supervisor's feedback and ability to refer you to appropriate resources.

   1 2 3 4 5

3. Quality of University supervisor's support to complete program requirements (e.g., scheduling necessary meetings, reviewing written work).

   1 2 3 4 5

4. Quality of University supervisor's professional behaviors (e.g., friendly, courteous, punctual).

   1 2 3 4 5

5. University supervisor's knowledge of best practices in the development, implementation and evaluation of early intervention services.

   1 2 3 4 5

ADDITIONAL COMMENTS:

EVALUATION OF COOPERATING-SITE SUPERVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of cooperating-site supervisor.

   1 2 3 4 5

2. Quality of cooperating-site supervisor's feedback and ability to refer you to appropriate resources.

   1 2 3 4 5

3. Quality of cooperating-site supervisor's support to complete program requirements (e.g., scheduling necessary meetings, reviewing written work).

   1 2 3 4 5

4. Quality of cooperating-site supervisor's professional behaviors (e.g., friendly, courteous, punctual).

   1 2 3 4 5

ADDITIONAL COMMENTS:

1. What were the most valuable things that you learned from this setting?

2. What things did this site not provide that you needed or wanted?

3. Are there any personal characteristics or professional backgrounds that would be helpful to students placed in this site?

EVALUATION OF UNIVERSITY OF VERMONT
ADVISOR BY INTERN

Name:_____ Date:_____

Intern:_____

The rating scale is based on a 1-5 rating with 1 being a poor score and 5 being excellent.

1. Availability of advisor.

   1 2 3 4 5

2. Quality of advisor's recommendations and ability to refer you to others for appropriate advice.

   1 2 3 4 5

3. Quality of advisor's rapport with you (e.g., friendly, honest, courteous, supportive).

   1 2 3 4 5

4 Advisor's knowledge of early intervention systems.

   1 2 3 4 5

5. Advisor's ability to evaluate students' strengths and needs and recommend appropriate coursework.

   1 2 3 4 5

6. Advisor's ability to support your ongoing professional development (e.g., informing student of job opportunities, local, regional, national conferences).

   1 2 3 4 5

ADDITIONAL COMMENTS:

Intern Evaluation of Personnel Preparation Activities:
Family-Centered Service Delivery

The Early Intervention Personnel Preparation Programs at the Center for Developmental Disabilities are based on the belief that individuals working with young children and their families, regardless of their discipline, should be prepared to interact with families in a family-centered way. In short, early interventionists should be able to design, implement, and evaluate early intervention services that are shaped by family priorities as well as by child characteristics and diagnostic concerns. Toward this end we have created a number of opportunities for interns to explore the principles of the family-centered approach and practice translating those principles into practice. In order to assure that the types and amount of opportunities have been appropriate we need feedback from you and the families you have been working with. The following evaluation has been designed to provide you with an opportunity to indicate the extent to which you feel this program provided you with opportunities to:

1) develop an understanding of the principles underlying the family-centered approach and;
2) translate those principles into practice.

Thank you for taking the time to complete this evaluation form.

EVALUATION SUMMARY

Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
1. Knowledge of the principles of Family-Centered services. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310; EDSP 311; Practicum Sem.; Other _____ **Practicum**: Instructional Program; Consulting Program; Center-based Exper.; Assessment Plan/Comprehensive Evaluation; Transition Program; Parent-to-Parent; IEP/IFSP	1 2 3 4 5	1 2 3 4 5
2. Ability to translate family-centered principles into practice. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310; EDSP 311; Practicum Sem.; Other _____ **Practicum**: Instructional Program; Consulting Program; Center-based Exper.; Assessment Plan/Comprehensive Evaluation; Transition Program; Parent-to-Parent; IEP/IFSP	1 2 3 4 5	1 2 3 4 5
3. Ability to identify policies and practices that support/supplant family-centered service delivery. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310; EDSP 311; Practicum Sem.; Other _____ **Practicum**: Instructional Program; Consulting Program; Center-based Exper.; Assessment Plan/Comprehensive Evaluation; Transition Program; Parent-to-Parent; IEP/IFSP	1 2 3 4 5	1 2 3 4 5
4. Ability to promote the acquisition of knowledge, skills, and confidence of parents to describe their child's strengths and needs. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310; EDSP 311; Practicum Sem.; Other _____ **Practicum**: Instructional Program; Consulting Program; Center-based Exper.; Assessment Plan/Comprehensive Evaluation; Transition Program; Parent-to-Parent; IEP/IFSP	1 2 3 4 5	1 2 3 4 5
5. Ability to promote the acquisition of knowledge, skills, and confidence of parents to identify and carry out goals for their child/family. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310; EDSP 311; Practicum Sem.; Other _____ **Practicum**: Instructional Program; Consulting Program; Center-based Exper.; Assessment Plan/Comprehensive Evaluation; Transition Program; Parent-to-Parent; IEP/IFSP	1 2 3 4 5	1 2 3 4 5

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Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
6. Ability to coordinate the delivery of multidisciplinary services through collaboration with teams which consist of parents and other professionals (e.g., special educators speech and language pathologists, occupational and physical therapists, medical personnel, and social workers). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5
7. Ability to design early intervention plans that are shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5
8. Ability to understand the impact of family events on interactions between professionals and family members. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5
9. Ability to recognize and respond to situations in which the cost of accepting help may outweigh the actual benefits if the help. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5
10. Ability to recognize how the perceptions of immediate/extended family members and friends impact the family. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5

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Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
11. Ability to define/redefine a professional's role when working with families depending on the situation. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5
12. Ability to recognize a variety of roles/levels of involvement for families depending on the situation. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5
13. Knowledge about systems, other than the educational system, that families of young children with special needs typically encounter (e.g., respite care, health services, social services, medicaid). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5
14. Knowledge of parent's perceptions of professionals (their role, do's, don'ts). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5
15. Ability to define/redefine the term "support" based upon individual family coping styles and circumstances. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 — Instructional Program — Transition Program EDSP 311 — Consulting Program — Parent-to-Parent Practicum Sem. — Center-based Exper. — IEP/IFSP Other _____ — Assessment Plan/Comprehensive Evaluation	1 2 3 4 5	1 2 3 4 5

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PART II

Please identify 3 experiences you had this year that you feel have helped you more clearly understand what it means to be a family-centered professional.

Please list 3 recommendations for changing the EEE/Infant program related to the preparation of family-centered early interventionists.

Briefly discuss the extent to which the Parent-to-Parent experience differed from other practicum experiences as it relates to your development as a family-centered early interventionists.

Intern Evaluation of Personnel Preparation Activities: Early Childhood Perspective

The Early Intervention Personnel Preparation Programs at the Center for Developmental Disabilities are committed to the preparation of early interventionists who are able to provide early intervention services within mainstream early childhood settings to the maximum extent appropriate. In order to accomplish this we firmly believe that students must be provided with ample opportunity to observe, participate in, and discuss issues in early childhood education as well as early childhood special education. Toward this end we have begun creating opportunities for students to develop an understanding of appropriate early childhood practices. The following evaluation form has been designed to provide you with an opportunity to provide: 1) feedback on the opportunities you have had this year relative to early childhood, and 2) input to help us design new or redesign existing opportunities.

Thank you for taking the time to complete this evaluation form.

Intern Evaluation of Personnel Preparation Activities: Early Childhood Perspective

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Early Childhood Perspective	Usefulness	Opportunity
1. Knowledge of typical child development. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310, EDSP 311, Practicum Sem. **Practicum**: Instructional Program, Consulting Program, Center-based Exper., Assessment Plan/Comprehensive Evaluation, Transition Program, Parent-to-Parent, IEP/IFSP	1 2 3 4 5	1 2 3 4 5
2. Knowledge of the critical components of an early childhood environment. Which program component(s) you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310, EDSP 311, Practicum Sem. **Practicum**: Instructional Program, Consulting Program, Center-based Exper., Assessment Plan/Comprehensive Evaluation, Transition Program, Parent-to-Parent, IEP/IFSP	1 2 3 4 5	1 2 3 4 5
3. Ability to observe and evaluate an early childhood environment designed for typically developing children. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310, EDSP 311, Practicum Sem. **Practicum**: Instructional Program, Consulting Program, Center-based Exper., Assessment Plan/Comprehensive Evaluation, Transition Program, Parent-to-Parent, IEP/IFSP	1 2 3 4 5	1 2 3 4 5
4. Ability to design activities for typically developing young children. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310, EDSP 311, Practicum Sem. **Practicum**: Instructional Program, Consulting Program, Center-based Exper., Assessment Plan/Comprehensive Evaluation, Transition Program, Parent-to-Parent, IEP/IFSP	1 2 3 4 5	1 2 3 4 5
5. Ability to integrate youngsters with special needs into environments designed for typically developing young children. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310, EDSP 311, Practicum Sem. **Practicum**: Instructional Program, Consulting Program, Center-based Exper., Assessment Plan/Comprehensive Evaluation, Transition Program, Parent-to-Parent, IEP/IFSP	1 2 3 4 5	1 2 3 4 5

Intern Evaluation of Personnel Preparation Activities: Early Childhood Perspective

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful**. In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Early Childhood Perspective	Usefulness	Opportunity
6. Ability to consult with programs designed for typically developing young children around issues related to young children with special needs.	1 2 3 4 5	1 2 3 4 5
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework: EDSP 310, EDSP 311, Practicum Sem. **Practicum**: Instructional Program, Consulting Program, Center-based Exper., Transition Program, Parent-to-Parent, IEP/IFSP, Assessment Plan/Comprehensive Evaluation		
7. Ability to compare and contrast early childhood education and early childhood special education.	1 2 3 4 5	1 2 3 4 5
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework: EDSP 310, EDSP 311, Practicum Sem. **Practicum**: Instructional Program, Consulting Program, Center-based Exper., Transition Program, Parent-to-Parent, IEP/IFSP, Assessment Plan/Comprehensive Evaluation		
8. Ability to articluate a personnal philosophy that incorporates your beliefs about young children and young children with special needs.	1 2 3 4 5	1 2 3 4 5
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework: EDSP 310, EDSP 311, Practicum Sem. **Practicum**: Instructional Program, Consulting Program, Center-based Exper., Transition Program, Parent-to-Parent, IEP/IFSP, Assessment Plan/Comprehensive Evaluation		

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PART II

Please identify 3 experiences you had this year that you feel have helped you more clearly understand the early childhood part of early childhood special education.

Please list 3 recommendations for changing the EEE/Infant program related to the preparation of early interventionists who have an understanding of "best practice" in early childhood program design and delivery.

Briefly discuss the extent to which your experiences in Jeanne Goldhaber's Kindergarten Lab course differed from other practicum experiences as it relates to your development as a <u>early childhood</u> special educator.

APPENDIX F

Evaluation Summaries

INTENSIVE SPECIAL EDUCATION/ESSENTIAL EARLY EDUCATION

GRADUATE FOLLOW-UP SURVEY

1989

RESULTS

2 RESPONSES

INTENSIVE SPECIAL EDUCATION/ESSENTIAL EARLY EDUCATION

GRADUATE FOLLOW-UP SURVEY

Please complete all of the following items concerning UVM's Intensive Special Education/Essential Early Education Program. Be as concise and accurate as possible. Directions are provided at the start of each section. Space is provided at the end of the survey for additional comments.

Which Program did you complete? ___ISE 2 EEE

Directions: Please complete each of the following items by checking/circling the most appropriate response or supplying the requested information.

---

1. What is the title of your current job position?

___CT/LS

___Coordinator of Special Education

___Regular Classroom Teacher

___Resource Teacher

___Special Class Teacher

2 Other (2 EEE Teachers (1-Integrated classroom)
(Please Specify)

2. What level of children are you serving during this school year?

2 Preschool

___Elementary

___Middle School

___Junior High School

___High School

___Training Mentally Retarded

___Multiply Severely Handicapped

___Other_____
(Please Specify)

PART II - UVM PROFESSIONAL TRAINING AND PREPARATION

Directions: Please rank the following course/competency clusters included in the ISE/EEE Program on two separate dimensions: (1) the adequacy of the UVM training and (2) their importance to your job. Rate each dimension independently on a 5 point scale, with 5 as highest and 1 as lowest. Place your ratings in the boxes next to each cluster.

ISE/EEE PROGRAM

Course #	Course/Competency Cluster	Adequacy of University Training (5-most adequate/ 1-least adequate) # Respons.	Adequacy Mean	Importance to Job Functioning (5-most important) 1-least important) # Respons.	Importance Mean
301	Foundations of Special Education	2	3.0	2	3.5
302	Physical & Developmental Characteristics of the Multi-handicapped	2	3.5	2	4.5
217, 218, 290, 310	Application of the Data-Based Individualized Model of Education	2	3.5	2	3.5
386	Management of Learning Environments	2	3.5	2	3.5
386	Dissemination and Professional Development	2	3.5	2	3.5

Directions: Rate the following subcompetency units on two dimensions. On the first dimension, rate the adequacy of the UVM training for the subcompetency unit. On the second dimension, rate the importance of the subcompetency unit to your job functioning. Rate each dimension independently on a 5-point scale with 5 as highest and 1 as lowest. Place your ratings in the boxes next to each subcompetency unit.

	Adequacy of University Training (5-most adequate/ 1-least adequate)		Importance to Job Functioning (5-most important) 1-least important)	
301 - Foundations of Special Education	# Respons.	Mean	# Respons.	Mean
Historical trends and events	2	4.5	2	1.5
Philosophical models of education, and habilitation	2	4.5	2	1.5
Current legislation and litigation	2	4.5	2	2.5
Conceptual models of special education	2	5.0	2	3.5
Characteristics of handicapping conditions and models of learning	2	4.5	2	4.5
Service delivery models	2	5.0	2	4.0
302 - Physical and Developmental Characteristics of the Multi-Handicapped				
Normal sensory and motor development	1	4.0	1	5.0
Characteristics and causes of developmental disabilities	1	4.0	1	4.0
Principles of Intervention:				
physical intervention	1	4.0	1	3.0
feeding/oral motor	1	4.0	1	3.0
adaptations	1	4.0	1	2.0
approaches for vision/hearing impaired	1	4.0	1	4.0
Health Care Systems/Health Care Teams	1	4.0	1	4.0
Educational Teaming	1	5.0	1	4.0

217, 228, 386 - Application of the Data-Based Individualized Model of Education	Adequacy of University Training (5-most adequate/ 1-least adequate) # Respons.	Mean	Importance to Job Functioning (5-most important/ 1-least important) # Respons.	Mean
Assessment of entry level	2	3.5	2	5.0
Instructional objectives	2	3.5	2	5.0
Individual case record	1	3.0	2	4.0
Written summary of assessment information	2	3.0	2	5.0
Individual education program	2	3.5	2	5.0
Practica plans	2	5.0	2	2.5
Case Studies and/or summary reports	2	4.5	2	2.0
Teaching/learning materials and procedures	2	2.0	2	5.0
Knowledge of developing and implementing training programs for aides, volunteers, parents, etc.	2	1.5	2	3.0
Ability to make oral presentations	2	2.5	2	3.5
Research	2	2.0	2	1.5
Increasing and decreasing behavior	2	3.5	2	4.5
Maintaining and extending behavior	2	3.5	2	4.5
Developing new behavior	1	3.0	2	4.0
Analysis of antecedent stimuli	2	2.0	1	2.0
Classroom management	2	4.5	2	4.0
Cooperative learning	2	5.0	2	2.0
Learning strategies	2	2.0	2	4.5
Task Analysis	2	3.5	2	4.5
Graphing	2	2.5	2	1.0
Observation and measurement	2	3.5	2	3.5
Instructional objectives	2	3.5	2	5.0
Transition Planning	2	4.5	2	5.0

ISE and EEE	Adequacy of University Training (5-most adequate/ 1-least adequate) # Respons.	Mean	Importance to Job Functioning (5-most important/ 1-least important # Respons.	Mean
310, 290 - Curriculum and Technology				
The IEP process	2	4.5	2	5.0
Assessment	2	4.0	2	5.0
Analysis and reporting of assessment information	2	2.5	2	5.0
Curriculum evaluation	2	4.0	2	3.0
Curriculum adaptation	2	3.0	2	4.0
Curriculum content:				
Communication	2	2.5	2	5.0
Motor	2	3.0	2	5.0
Social	2	3.0	2	5.0
Self-care	2	3.0	2	5.0
Family involvement in Assessment and IEP	2	4.5	2	5.0
ISE only				
Reading				
Math				
Vocational				
Sex Education				
Recreation/leisure time				
Community survival				
EEE only				
Child find and screening	2	5.0	2	5.0

PART III - SERVICES PROVIDED TO STUDENTS

Directions: In Column I, please record the number of students in each category w received services from you during the last school year. In Column I record the number of students who received the major portion of thei services in each of the placements listed. The total number of students recorded in Columns I and II should be equal.

	Column I Record the number of students who received service by category.		Column II Record the number of students who received the major portion of service in the following placements (count each student only once).	
A.	Mild and moderately handicapped students	18	A. Residential facility	___
B.	Severely and multiply handicapped students (less than 2 years developmental level in one or more skill areas)	5	B. Home	5
C.	Other Typical	33	C. Special class or school	___
	Preschoolers (specify)	___	D. Preschool or day care	51
D.	Total number of students served (A+B+C)	56	E. Elementary school	___
			F. Middle School or junior high school	___
			G. Secondary school	___
			H. Vocational ed center	___
			I. Other _____ (specify)	___
			J. Total number of students (A+B+C+D+E+F+G+H+I)	56

PART IV - PERSONNEL PREPARATION

Directions: In Column I, please record the number of professionals who received training from you during the last year. In Column II, record the numb of paraprofessionals, student tutors

Column I Record the number of professionals who received training in the settings listed below.		Column II Record the number of paraprofessionals, student tutors, and parents who received training.	
A. Consultees	5	A. Paraprofessionals	7
B. Workshop participants	8	B. Cross-age tutors/peer tutors	___
C. Course enrollees	2	C. Parent/other adult volunteers	23
D. Total number personnel (count each person receiving any training only once).	15	D. Total number trained	30

PART V - CURRENT AND FUTURE NEEDS

Directions: Please indicate in the boxes below your current and anticipated futu needs for 1) additional training in any of the competency areas list earlier in the survey, 2) certification requirements and 3) degree requirements. If none are currently needed, please write "none" in the appropriate box. If you are unsure about current or future need please write "none" in the appropriate box. If you are unsure about current or future needs, please write unsure in the appropriate box.

	Need Currently	Desire in the future
Competencies:		
	Training in the areas of Infancy, First Aid, oral presentations	Unsure
	1. Need more skills writing IEP objectives 2. More opportunity to screen & evaluate Become more knowledgeable of test items 3. More knowledge of agencies/services I need and use "What's out there?"	More Knowledge - infant intervention
Certifications:		
	Need recertification as of June 1989	Unsure
Degrees:		
	None	Ph.D. someday in some related area CAS

Other Comments:

DATE OF SURVEY: Spring 1990
Graduates From 1988, 1989, 1990

INTENSIVE SPECIAL EDUCATION/ESSENTIAL EARLY EDUCATION

GRADUATE FOLLOW-UP SURVEY

Please complete all of the following items concerning UVM's Intensive Special Education/Essential Early Education Program. Be as concise and accurate as possible. Directions are provided at the start of each section. Space is provided at the end of the survey for additional comments.

Which Program did you complete? 0 ISE 4 EEE

Directions: Please complete each of the following items by checking/circling the most appropriate response or supplying the requested information.

1. What is the title of your current job position?

___CT/LS
___Coordinator of Special Education
___Regular Classroom Teacher
___Resource Teacher
1 Special Class Teacher
2 Other Essential Early Ed & Integr. Spe.
1 Preschool
(Please Specify)

2. What level of children are you serving during this school year?

4 Preschool
___Elementary
___Middle School
___Junior High School
___High School
___Training Mentally Retarded
1 Multiply Severely Handicapped
___Other
(Please Specify)

PART II - UVM PROFESSIONAL TRAINING AND PREPARATION

Directions: Please rank the following course/competency clusters included in the ISE/EEE Program on two separate dimensions: (1) the adequacy of the UVM training and (2) their importance to your job. Rate each dimension independently on a 5 point scale, with 5 as highest and 1 as lowest. Place your ratings in the boxes next to each cluster.

Course #	Course/Competency Cluster	Adequacy of University Training (5-most adequate/ 1-least adequate		Importance to Job Functioning (5-most important) 1-least important)	
ISE/EEE PROGRAM					
301	Foundations of Special Education	4	4.25	4	2.0
302	Physical & Developmental Characteristics of the Multi-handicapped	4	4.0	4	4.25
217, 218, 290, 310	Application of the Data-Based Individualized Model of Education	4	3.75	4	3.0
386	Management of Learning Environments	4	3.0	4	3.75
386	Dissemination and Professional Development	4	3.0	4	3.75

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Directions: Rate the following subcompetency units on two dimensions. On the first dimension, rate the adequacy of the UVM training for the subcompetency unit. On the second dimension, rate the importance of the subcompetency unit to your job functioning. Rate each dimension independently on a 5-point scale with 5 as highest and 1 as lowest. Place your ratings in the boxes next to each subcompetency unit.

	Adequacy of University Training (5-most adequate/ 1-least adequate)	Importance to Job Functioning (5-most important) 1-least important)
301 - Foundations of Special Education		
Historical trends and events	[4] 4.5	[4] 2.0
Philosophical models of education, and habilitation	[4] 4.5	[4] 2.5
Current legislation and litigation	[4] 4.75	[4] 2.75
Conceptual models of special education	[4] 4.25	[4] 1.75
Characteristics of handicapping conditions and models of learning	[4] 2.25	[4] 3.25
Service delivery models	[4] 2.25	[4] 2.75
302 - Physical and Developmental Characteristics of the Multi-Handicapped		
Normal sensory and motor development	[4] 4.25	[4] 4.25
Characteristics and causes of developmental disabilities	[4] 4.25	[4] 4.25
Principles of Intervention:		
physical intervention	[4] 3.75	[4] 3.75
feeding/oral motor	[4] 3.75	[4] 3.0
adaptations	[4] 3.75	[4] 3.25
approaches for vision/hearing impaired	[4] 4.0	[4] 3.25
Health Care Systems/Health Care Teams	[4] 3.75	[4] 3.25
Educational Teaming	[4] 4.25	[4] 4.0

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217, 228, 386 - Application of the Data-Based Individualized Model of Education	Adequacy of University Training (5-most adequate/ 1-least adequate)	Importance to Job Functioning (5-most important/ 1-least important)
Assessment of entry level	4 2.75	4 3.5
Instructional objectives	4 3.0	4 3.5
Individual case record	4 2.75	4 3.5
Written summary of assessment information	4 3.5	4 3.25
Individual education program	4 3.25	4 4.5
Practica plans	4 2.75	4 2.0
Case Studies and/or summary reports	4 2.75	4 2.25
Teaching/learning materials and procedures	4 3.5	4 4.0
Knowledge of developing and implementing training programs for aides, volunteers, parents, etc.	4 2.0	4 3.5
Ability to make oral presentations	4 3.0	4 3.75
Research	4 3.25	4 2.0
Increasing and decreasing behavior	4 4.25	4 4.0
Maintaining and extending behavior	4 4.25	4 4.0
Developing new behavior	4 4.25	4 4.0
Analysis of antecedent stimuli	4 4.25	4 3.75
Classroom management	4 3.5	4 3.75
Cooperative learning	4 4.5	4 3.0
Learning strategies	4 3.5	4 3.75
Task Analysis	4 4.25	4 3.75
Graphing	4 4.25	4 2.0
Observation and measurement	4 3.75	4 3.0
Instructional objectives	4 3.5	4 3.25
Transition Planning	4 3.0	4 4.0

	Adequacy of University Training (5-most adequate/ 1-least adequate)	Importance to Job Functioning (5-most important/ 1-least important
ISE and EEE		
310, 290 - Curriculum and Technology		
The IEP process	4 3.25	4 4.5
Assessment	4 3.25	4 4.5
Analysis and reporting of assessment information	4 3.25	4 4.5
Curriculum evaluation	4 3.25	4 4.0
Curriculum adaptation	4 3.25	4 3.75
Curriculum content:		
Communication	4 3.25	4 4.25
Motor	4 3.25	4 4.25
Social	4 3.25	4 4.25
Self-care	4 3.25	4 4.25
Family involvement in Assessment and IEP	3 2.66	3 4.66
ISE only		
Reading		
Math		
Vocational		
Sex Education		
Recreation/leisure time		
Community survival		
EEE only		
Child find and screening	4 3.75	4 4.0

PART III - SERVICES PROVIDED TO STUDENTS

Directions: In Column I, please record the number of students in each category who received services from you during the last school year. In Column II, record the number of students who received the major portion of their services in each of the placements listed. The total number of students recorded in Columns I and II should be equal.

Column I

Record the number of students who received service by category.

A.	Mild and moderately handicapped students	28
B.	Severely and multiply handicapped students (less than 2 years developmental level in one or more skill areas)	7
C.	Other Regular Ed. (specify)	28
D.	Total number of students served (A+B+C)	63

Column II

Record the number of students who received the major portion of service in the following placements (count each student only once).

A.	Residential facility	
B.	Home	11
C.	Special class or school	
D.	Preschool or day care	51
E.	Elementary school	1
F.	Middle School or junior high school	
G.	Secondary school	
H.	Vocational ed center	
I.	Other (specify)	
J.	Total number of students (A+B+C+D+E+F+G+H+I)	63

PART IV - PERSONNEL PREPARATION

Directions: In Column I, please record the number of professionals who received training from you during the last year. In Column II, record the number of paraprofessionals, student tutors

Column I

Record the number of professionals who received training in the settings listed below.

A.	Consultees	7
B.	Workshop participants	10
C.	Course enrollees	4
D.	Total number personnel (count each person receiving any training only once).	19

Column II

Record the number of paraprofessionals, student tutors, and parents who received training.

A.	Paraprofessionals	9
B.	Cross-age tutors/peer tutors	2
C.	Parent/other adult volunteers	2
D.	Total number trained	13

PART V - CURRENT AND FUTURE NEEDS

Directions:	Please indicate in the boxes below your current and anticipated future needs for 1) additional training in any of the competency areas listed earlier in the survey, 2) certification requirements and 3) degree requirements. If none are currently needed, please write "none" in the appropriate box. If you are unsure about current or future needs, please write "none" in the appropriate box. If you are unsure about current or future needs, please write unsure in the appropriate box.

Need Currently	Desire in the future
Competencies: 1 Assessment - need ongoing updates and new tools Curriculum - Need to know what is going on/new ideas 3 No answer	1 Same as 1 under Needs Currently 3 No answer
Certifications: 4 No answer	1 Early Childhood 3 No answer
Degrees: 4 No answer	1 Ph.D. 3 No answer

Other Comments:

Date of Survey: May, 1992
Graduates from October, March, May 1992

ESSENTIAL EARLY EDUCATION/INFANT

GRADUATE FOLLOW-UP SURVEY

(N=4)

Please complete all of the following items concerning UVM's Intensive Special Education/Essential Early Education Program. Be as concise and accurate as possible. Directions are provided at the start of each section. Space is provided at the end of the survey for additional comments.

Which program did you complete? 3 EEE 1 Infant

Directions: Please complete each of the following items by checking/circling the most appropriate response or supplying the requested information.

---

1. What is the title of your current job position?

___ Early Intervention Specialist

___ EEE

1 EEE Teacher

___ EEI Teacher

3 Other College instructor, Integrated Preschool Teacher, Pediatric Physical Therapist

2. What level of children are you serving during this school year?

1 Birth to three

3 Preschool

1 Elementary

1 Other None (no longer LINCS - no early ed. job)

PART II - UVM PROFESSIONAL TRAINING AND PREPARATION

Directions: Rate the following subcompetency units on two dimensions. On the first dimension, rate the adequacy of the UVM training for the subcompetency unit. On the second dimension, rate the importance of the subcompetency unit to your job functioning. Rate each dimension independently on a 5-point scale with 5 as highest and 1 as lowest. Place your ratings in the boxes next to each subcompetency unit.

	Adequacy of UVM Training Mean	Importance To Job Mean
301 - History & Systems of Services for Individuals with Handicaps		
Historical trends and events	4.3	3.7
Philosophical models of education, and habilitation	4.5	4.7
Current legislation and litigation	4.0	4.7
Conceptual models of special education	4.0	4.3
Characteristics of handicapping conditions and models of learning	4.0	5.0
Service delivery models	4.8	4.8
302 - Physical and Developmental Characteristics of the Multi-Handicapped		
Normal sensory and motor development	4.3	5.0
Characteristics and causes of developmental disabilities	4.3	5.0
Principles of Intervention:		
physical intervention	4.3	5.0
feeding/oral motor	4.0	5.0
adaptations	4.0	5.0

	Adequacy of UVM Training Mean	Importance To Job Mean
approaches for vision/hearing impaired	4.0	3.5
Health Care Systems/Health Care Teams	3.0	3.5
Educational Teaming	4.7	5.0

310, 312, 313, 322, 386 - Application of the Data-Based Individualized Model of Education

Assessment of entry level	5.0	4.7
Instructional objectives	5.0	4.7
Individual case record	4.7	4.5
Written summary of assessment information	5.0	4.7
Individual education program	5.0	4.7
Practica plans	3.5	5.0
Case Studies and/or summary reports	4.3	5.0
Teaching/learning materials & procedures	3.7	5.0
Knowledge of developing and implementing training programs for aides, volunteers, parents, etc.	3.3	5.0
Ability to make oral presentations	3.7	4.0
Research	4.3	2.5
Increasing and decreasing behavior	4.3	4.5
Maintaining and extending behavior	4.3	5.0
Developing new behavior	4.3	4.3
Analysis of antecedent stimuli	4.0	3.0
Classroom management	4.0	5.0
Cooperative learning	4.3	3.0
Learning strategies	4.5	5.0

	Adequacy of UVM Training Mean	Importance To Job Mean
Task analysis	4.3	3.0
Graphing	4.0	3.0
Observation and measurement	4.7	5.0
Instructional objectives	4.7	5.0
Transition planning	5.0	5.0
EEE and Infant		
310 - Curriculum and Technology		
The IEP/IFSP process	4.7	5.0
Assessment	4.0	5.0
Child find and screening	4.0	5.0
Analysis and reporting of assessment information	4.0	5.0
Curriculum evaluation	4.0	5.0
Curriculum adaptation	4.0	5.0
Curriculum content:		
Communication	4.0	5.0
Motor	3.7	5.0
Social	3.7	5.0
Self-care	3.7	5.0
Family involvement in assessment and IEP	4.7	5.0
311 - Curriculum and Technology: Assessment		
Child find and screening	4.7	3.0
Multidisciplinary approach to assessment	5.0	3.0
Development of evaluation plan	4.3	3.5
Knowledge of assessment instruments/ procedures	4.0	4.0

	Adequacy of UVM Training Mean	Importance To Job Mean
Infant	3.7	3.3
Preschool	4.0	4.0
Development of evaluation report	5.0	4.0
Family involvement in the assessment process	5.0	5.0

Directions:

Please rank the following course/competency clusters included in the EEE/Infant Program on two separate dimensions: (1) the adequacy of the UVM training and (2) their importance to your job. Rate each dimension independently on a 5 point scale, with 5 as highest and 1 as lowest. Place your ratings in the boxes next to each cluster.

EEE/Infant Program

Course #	Course/Competency Cluster	Adequacy of UVM Training Mean	Importance To Job Mean
301	History & Systems of Services for Individuals with Handicaps	5.0	4.0
302	Physical & Developmental Characteristics of the Multi-handicapped	4.0	3.5
312, 313, 310, 386	Application of the Data-Based Individualized Model of Education	4.0	4.0
386	Management of Learning Environments	2.3	4.0
386	Dissemination and Professional Development	4.7	4.0

PART III - SERVICES PROVIDED TO STUDENTS

Directions: In Column I, please record the number of students in each category who received services from you during the last school year. In Column II, record the number of students who received the major portion of their services in each of the placements listed. The total number of students recorded in Columns I and II should be equal.

Column I

Record the number of students who received service by category.

A. Mild and moderately 25

B. Severely and multiply handicapped students (less than 2 years developmental level in one or more skill areas) 4

C. Other _____

_____

D. Total number of students served (A+B+C) 29

Column II

Record the number of students who received the major portion of service in the following placements (count each student only once).

A. Residential facility 1

B. Home 4

C. Special class or school 6

D. Preschool or day care 18

E. Elementary school __

F. Middle School or Junior high school __

G. Secondary school __

H. Vocational ed center __

I. Other _____

_____ __

J. Total number of students (A+B+C+D+E+F+G+H+I) 29

PART IV - PERSONNEL PREPARATION

Directions: In Column I, please record the number of professionals who received training from you during the last year. In Column II, record the number of paraprofessionals, student tutors.

Column I

Record the number of professionals who received training in the settings listed below.

A.	Consultees	___
B.	Workshop participants	___
C.	Course enrollees	___
D.	Total number personnel (count each person receiving any training only once).	___

Column II

Record the number of paraprofessionals, student tutors, and parents who received training.

A.	Paraprofessionals	7
B.	Cross-age tutors/ peer tutors	___
C.	Parent/other adult volunteers	1
D.	Total number trained	3

PART V - CURRENT AND FUTURE NEEDS

Directions:	Please indicate in the boxes below your current and anticipated future needs for 1) additional training in any of the competency ares listed earlier in the survey, 2) certification requirements and 3) degree requirements. if none are currently needed, please write "none" in the appropriate box. If you are unsure about current or future needs, please write "none" in the appropriate box. if you are unsure about current or future needs, please write unsure in the appropriate box.

Need Currently	Desire in the future
Competencies: None	Training in Infant mental health concerns
Certifications: None	None
Degrees: None	None

Other Comments

Many of the skills/training I received in the program I am currently not using because of the restrictions by the special education department/school system. However, I still view them as extremely important as I use this knowledge to work to change the program to be more inclusive of all children!!

Intern Evaluation of Personnel Preparation Activities: Early Childhood Perspective

The Early Intervention Personnel Preparation Programs at the Center for Developmental Disabilities are committed to the preparation of early interventionists who are able to provide early intervention services within mainstream early childhood settings to the maximum extent appropriate. In order to accomplish this we firmly believe that students must be provided with ample opportunity to observe, participate in, and discuss issues in early childhood education as well as early childhood special education. Toward this end we have begun creating opportunities for students to develop an understanding of appropriate early childhood practices. The following evaluation form has been designed to provide you with an opportunity to provide: 1) feedback on the opportunities you have had this year relative to early childhood, and 2) input to help us design new or redesign existing opportunities.

Thank you for taking the time to complete this evaluation form.

Intern Evaluation of Personnel Preparation Activities: Early Childhood Perspective

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Early Childhood Perspective	Usefulness	Opportunity
1. Knowledge of typical child development.	5.0	3.0
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework / **Practicum**		
EDSP 310=1 / Home-based program / Transition Program		
Practicum Sem.=1 / Instructional Program / Parent-to-Parent		
Kindergarten Lab=3 / Consulting Program / IEP/IFSP=1		
Center-based Exper.=3 / Assessment Plan		
2. Knowledge of the critical components of an early childhood environment.	5.0	3.0
Which program component(s) you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework / **Practicum**		
EDSP 310=1 / Home-based program / Transition Program=1		
Practicum Sem. =1 / Instructional Program=1 / Parent-to-Parent		
Kindergarten Lab=3 / Consulting Program / IEP/IFSP=1		
Center-based Exper.=1 / Assment Plan		
3. Ability to observe and evaluate an early childhood environment designed for typically developing children.	5.0	5.0
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework / **Practicum**		
EDSP 310=2 / Home-based program / Transition Program=2		
Practicum Sem.=1 / Instructional Program / Parent-to-Parent		
Kindergarten Lab=3 / Consulting Program=1 / IEP/IFSP=1		
Center-based Exper.=2 / Assessment Plan		
4.Ability to design activities for typically developing young children.	5.0	3.67
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework / **Practicum**		
EDSP 310=1 / Home-based program / Transition Program		
Practicum Sem. =1 / Instructional Program / Parent-to-Parent		
Kindergarten Lab=3 / Consulting Program=1 / IEP/IFSP		
Center-based Exper.=2 / Assessment Plan		
5. Ability to integrate youngsters with special needs into environments designed for typically developing young children.	5.0	3.0
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework / **Practicum**		
EDSP 310=2 / Home-based program / Transition Program=1		
Practicum Sem. =1 / Instructional Program=1 / Parent-to-Parent		
Kindergarten Lab / Consulting Program=1 / IEP/IFSP=1		
Center-based Exper.=1 / Assessment Plan		

Intern Evaluation of Personnel Preparation Activities: Early Childhood Perspective

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful**. In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Early Childhood Perspective	Usefulness	Opportunity
6. Ability to consult with programs designed for typically developing young children around issues related to young children with special needs.	4.67	2.0
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework: EDSP 310=2; Practicum Sem.; Kindergarten Lab — **Practicum**: Home-based program; Instructional Program=1; Consulting Program=3; Center-based Exper.=1 — TransitionPrgram=1; Parent-to-Parent; IEP/IFSP		
7. Ability to compare and contrast early childhood education and early childhood special education.	4.67	3.67
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)?		
Coursework: EDSP 310=2; Practicum Sem. =1; Kindergarten Lab=3 — **Practicum**: Home-based program; Instructional Program=1; Consulting Program=1; Center-based Exper.=2 — TransitioProgram=2; Parent-to-Parent; IEP/IFSP=1; Assessment Plan=1		
8. Ability to articluate a personnal philosophy that incorporates your beliefs about young children and young children with special needs.	5.0	4.0
Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply		
Coursework: EDSP 310=1; Practicum Sem. =2; Kindergarten Lab=2 — **Practicum**: Home-based program=2; Instructional Program=2; Consulting Program=2; Center-based Exper.=2 — Transiti Program=2; Parent-to-Parent=2; IEP/IFSP=2; Assessment Plan=1		

PART II

Please identify 3 experiences you had this year that you feel have helped you more clearly understand the early childhood part of early childhood special education.

1) Practicum placement at ECDC
2) Kindergarten lab
3) Writing my philosophy

1) Kindergarten lab
2) Writing and thinking through philosophy

1) Kindergarten lab
2) My center based experience - Chapter 1
3) Discussions with other grad students

Please list 3 recommendations for changing the EEE/Infant program related to the preparation of early interventionists who have an understanding of "best practice" in early childhood program design and delivery.

1) Opportunities to observe a variety of settings - good & not-so-good and discussion.
2) Incorporation of appropriate practice information from MAEYC - compare and contrast with best practice.

1) Allowing students to visit other practicum sites for a minimum of 1 week.
2) Identify early childhood programs that are implementing "best practices" and provide an opportunity for students to observe in these settings.

1) More exposure to different early childhood programs
2) More written direct observations and discussions with advisor/supervisor.
3) A cooperative project: to design an early childhood program and implement it the second summer.

Briefly discuss the extent to which your experiences in Jean Goldhaber's Kindergarten Lab course differed from other practicum experiences as it relates to your development as a early childhood special educator.

Since my practicum setting was at ECDC, it wasn't very different at all. But - my overall experience in practicum this year strengthened my early childhood skills and gave me an opportunity to apply them (and to see that it really isn't much different) to a handicapped population.

It gave me a clear understanding of early childhood development and helped define age appropriate goals.

It was terrific! It opened my eyes to a whole new way of educating kids. It also allowed me to co-teach. Lots of discussions daily about successes and difficult situations.

Intern Evaluation of Personnel Preparation Activities: Early Childhood Perspective

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Early Childhood Perspective	Usefulness	Opportunity
1. Knowledge of typical child development. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: 2=EDSP 310; 3=EDSP 311; 2=Practicum Sem. **Practicum**: 2=Instructional Program 2=Transition Prog; 2=Consulting Program 1=Parent-to-Parent; 4=Center-based Exper. 2=IEP/IFSP; 2=Assessment Plan/Comp.Evaluation	4.2	3.4
2. Knowledge of the critical components of an early childhood environment. Which program component(s) you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: 3=EDSP 310; 2=EDSP 311; 3=Practicum Sem. **Practicum**: 1=Instructional Program 1=Transition Prog.; 2=Consulting Program 1=Parent-to-Parent; 3=Center-based Exper. 2=IEP/IFSP; 2=Assessment Plan/Comp. Evaluation	4.4	4.0
3. Ability to observe and evaluate an early childhood environment designed for typically developing children. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: 1=EDS. 310; 1=EDSP 311; 3=Practicum Sem. **Practicum**: 1=Instructional Program 2=Transition Prog.; 3=Consulting Program 1=Parent-to-Parent; 4=Center-based Exper. 1=IEP/IFSP; 3=Assessment Plan/Comp. Evaluation	4.4	4.2
4. Ability to design activities for typically developing young children. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: 3=EDSP 310; 1=EDSP 311; 1=Practicum Sem. **Practicum**: 1=Instructional Program 1=Transition Program; 2=Consulting Program 1=Parent-to-Parent; 5=Center-based Exper. 1=IEP/IFSP; 1=Assessment Plan/Comp. Evaluation	4.2	4.0
5. Ability to integrate youngsters with special needs into environments designed for typically developing young children. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: 3=EDSP 310; 3=EDSP 311; 2=Practicum Sem. **Practicum**: 2=Instructional Program 2=Transition Program; 3=Consulting Program 1=Parent-to-Parent; 3=Center-based Exper. 2=IEP/IFSP; 1=Assessment Plan/Comp. Evaluation	4.8	4.4

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Intern Evaluation of Personnel Preparation Activities: Early Childhood Perspective

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Early Childhood Perspective	Usefulness	Opportunity
6. Ability to consult with programs designed for typically developing young children around issues related to young children with special needs. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: 2=EDSP 310; 1=EDSP 311; 2=Practicum Sem. **Practicum**: 2=Instructional Program 2=Transition Prog. 4=Consulting Program 2=Parent-to-Parent 3=Center-based Exper. 2=IEP/IFSP 2=Assessment Plan/Comp. Evaluation	4.8	4.6
7. Ability to compare and contrast early childhood education and early childhood special education. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: 1=EDSP 310; 2=EDSP 311; 1=Practicum Sem. **Practicum**: 1=Instructional Program 1=Transition Prog. 1=Consulting Program 1=Parent-to-Parent 4=Center-based Exper. 2=IEP/IFSP 1=Assessment Plan/Comp. Evaluation	4.25	4.2
8. Ability to articluate a personnal philosophy that incorporates your beliefs about young children and young children with special needs. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: 4=EDSP 310; 2=EDSP 311; 2=Practicum Sem. **Practicum**: 2=Instructional Program 1=Transition Prog. 2=Consulting Program 2=Parent-to-Parent 2=Center-based Exper. 1=IEP/IFSP 1=Assessment Plan/Comp. Evaluation	4.75	3.6

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Part II

Please identify 3 experiences you had this year that you feel have helped you more clearly understand the early childhood part of early childhood special education.

Working on the Naeyc presentation.

My practicum site experience -(especially planning).

Learning about infant development in seminar.

Learning about child development in 302 (characteristics).

All my experiences with young kids.

My practicum experiences at Campus Child Care.

My exposure to coursework in assement and curriculum and the Chigee Seminar.

My active involvement in LINC's.

Mr practicum sites and comparisons of them.

Dev. of personal philosophy.

Instructional programs.

Working in a center based program helped me to realize all the things I don't want to do in a program.

Everytime I work with young children I realize that all young children (including children with special needs) are just that-young children.

The IEP process is helpful in taking the whole child's disabilities.

Please list 3 recommendations for changing the EEE/Infant program related to the preparation of early interventionists who have an understanding of "best practice" in early childhood program design and delivery.

More exposure to children with a variety of needs- more profound needs.

More information on services available and how to access them, when to.

More information on observation techniques, how to take data and manage IEP's.

I think "best practice" was strongly emphasized.

More experience with children with severe impairment in integrated settings.

I'm not sure I understand this question, but what I'll respond to is how to change the program in order to best prepare early interventionists who already have understanding of young children's services (I think this may pertain to the training I heard of at LINC's"s via Jane's letter). These people probably need to focus on assement; curriculum; Susan Hagagi's Course: and Bob Nash's Ethics for the Helping Professions, maybe and educational philosophy course; and a nuts and bolts "Child Find" and IRSP procedure.

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Professors need to communicate to ensure less overlap of topics.

Improve national perspective rather than close state wide perspective.

Compare both programs and certificates- it's almost there already.

There is a need to focus on the real problems of the family and help the family to address these needs (i.e. abuse, no education, transportation, etc.) We have to address these uncomfortable issues.

More flexibility for each individual in planning practicum, program and hopefully not to caste in stone ideas from previous year.

Child development focus at beginning would be helpful.

Briefly discuss the extent to which your experiences in Jeanne Goldhaber's Kindergarten Lab course differed from other practicum experiences as it relates to your development as an <u>early childhood</u> special educator.

Haven't had her class yet.

Intern Evaluation of Personnel Preparation Activities:
Family-Centered Service Delivery

The Early Intervention Personnel Preparation Programs at the Center for Developmental Disabilities are based on the belief that individuals working with young children and their families, regardless of their discipline, should be prepared to interact with families in a family-centered way. In short, early interventionists should be able to design, implement, and evaluate early intervention services that are shaped by family priorities as well as by child characteristics and diagnostic concerns. Toward this end we have created a number of opportunities for interns to explore the principles of the family-centered approach and practice translating those principles into practice. In order to assure that the types and amount of opportunities have been appropriate we need feedback from you and the families you have been working with. The following evaluation has been designed to provide you with an opportunity to indicate the extent to which you feel this program provided you with opportunities to:

1) develop an understanding of the principles underlying the family-centered approach and;
2) translate those principles into practice.

Thank you for taking the time to complete this evaluation form.

EVALUATION SUMMARY

Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
1. Knowledge of the principles of Family-Centered services. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310=6 / Home-based program=8 / Transition Program=4 Practicum Sem.=6 / Instructional Program=3 / Parent-to-Parent=6 Other =EDSP301=2 / Consulting Program=3 / IEP/IFSP=4 SWSS 295=2 / Center-based Exper.=1 / Assessment Plan=2 SWSS200=1	4.6	4.6
2. Ability to translate family-centered principles into practice. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310=3 / Home-based program=8 / Transition Program=4 Practicum Sem. =6 / Instructional Program=2 / Parent-to-Parent=6 Other=SWSS295=2 / Consulting Program=2 / IEP/IFSP=5 SWSS200=1 / Center-based Exper.=2 / Assessment Plan=2	4.6	4.5
3. Ability to identify policies and practices that support/supplant family-centered service delivery. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310=6 / Home-based program=3 / Transition Program=4 Practicum Sem.=6 / Instructional Program=1 / Parent-to-Parent=6 Other=EDSP301 / Consulting Program=3 / IEP/IFSP=3 SWSS295=1 / Center-based Exper.=2 / Assessment Plan=1 SWSS200=1	4.83	4.5
4.Ability to promote the acquisition of knowledge, skills, and confidence of parents to describe their child's strengths and needs. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310=2 / Home-based program=5 / Transition Program=3 Practicum Sem.=3 / Instructional Program=2 / Parent-to-Parent=5 OtherEDSP312/313=2 / Consulting Program=3 / IEP/IFSP=5 SWSS295=2 / Center-based Exper.=3 / Assessment Plan=3 SWSS200=2	4.375	4.125
5. Ability to promote the acquisition of knowledge, skills, and confidence of parents to identify and carry out goals for their child/family. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310=2 / Home-based program=5 / Transition Program=1 Practicum Sem.=3 / Instructional Program=1 / Parent-to-Parent=4 Other=SWSS295=1 / Consulting Program=2 / IEP/IFSP=4 Center-basd Exper.=2 / Assessment Plan=1	4.57	3.43

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Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
6. Ability to coordinate the delivery of multidisciplinary services through collaboration with teams which consist of parents and other professionals (e.g., special educators speech and language pathologists, occupational and physical therapists, medical personnel, and social workers). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310; Practicum Sem.; Other=EDSP322=1; EDSP322=1; Jac. class=1 **Practicum**: Home-based program=4; Instructional Program=2; Consulting Program=3; Center-based Exper.=2 Transition Program=4; Parent-to-Parent=1; IEP/IFSP=5; Assessment Plan=3	4.33	2.66
7. Ability to design early intervention plans that are shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=5; Practicum Sem.=5; Other=EDSP301=1; SWSS200=1 **Practicum**: Home-based program=3; instructional Program=1; Consulting Program; Center-based Exper.=1 Transition Program=3; Parent-to-Parent=2; IEP/IFSP=7; Assessment Plan=4	4.5	3.0
8. Ability to understand the impact of family events on interactions between professionals and family members. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=3; Practicum Sem.=3; Other=SWSS200=1; EDSP301=1; Family Ecosystems **Practicum**: Home-based program=6; Instructional Program; Consulting Program=1; Center-based Exper. Transition Program=4; Parent-to-Parent=4; IEP/IFSP=4; Assessment Plan=2	4.67	3.5
9. Ability to recognize and respond to situations in which the cost of accepting help may outweigh the actual benefits if the help. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=1; Practicum Sem.=5; Other _____ **Practicum**: Home-based program=2; Instructional Program=1; Consulting Program=1; Center-based Exper.=2 Transition Program=1; Parent-to-Parent=6; IEP/IFSP=2; Assessment Plan=1	4.33	2.83
10. Ability to recognize how the perceptions of immediate/extended family members and friends impact the family. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=4; Practicum Sem.=6; Other=SWSS295=1; SSWSS200=1; EDSP301=1 **Practicum**: Home-based program=3; Instructional Program; Consulting Program; Center-based Exper. Transition Program=1; Parent-to-Parent=6; IEP/IFSP=1; Assessment Plan	4.33	3.0

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Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
11. Ability to define/redefine a professional's role when working with families depending on the situation. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=4; Practicum Sem.=4; Other =EDSP322=1 **Practicum**: Home-based program=4; Instructional Program; Consulting Program=2; Center-based Exper.=1 Transition Program=2; Parent-to-Parent=4; IEP/IFSP=2; Assessment Plan	4.25	3.25
12. Ability to recognize a variety of roles/levels of involvement for families depending on the situation. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=4; Practicum Sem.=5; Other=EDSP301 **Practicum**: Home-based program=5; Instructional Program=2; Consulting Program=1; Center-based Exper.=3 Transition Program=4; Parent-to-Parent=7; IEP/IFSP=4; Assessment Plan	4.25	4.25
13. Knowledge about systems, other than the educational system, that families of young children with special needs typically encounter (e.g., respite care, health services, social services, medicaid). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=3; Practicum Sem.=4; Other=EDSP301=1; EDSP302=1 **Practicum**: Home-based program=2; Instructional Program; Consulting Program=1; Center-based Exper.=1 Transition Program=2; Parent-to-Parent=4; IEP/IFSP; Assessment Plan=1	4.0	3.13
14. Knowledge of parent's perceptions of professionals (their role, do's, don'ts). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=2; Practicum Sem.=5; Other=EDSP301=1 **Practicum**: Home-based program=3; Instructional Program=1; Consulting Program=1; Center-based Exper.=1 Transition Program=1; Parent-to-Parent=4; IEP/IFSP=1; Assessment Plan	4.0	3.25
15. Ability to define/redefine the term "support" based upon individual family coping styles and circumstances. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework**: EDSP 310=5; Practicum Sem.=5; Other _____ **Practicum**: Home-based program=4; Instructional Program=1; Consulting Program=1; Center-based Exper.=1 Transition Program=2; Parent-to-Parent=7; IEP/IFSP=4; Assessment Plan=2	4.25	3.63

Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
1. Knowledge of the principles of Family-Centered services. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 3=EDSP 310 / 1=Instructional Program 1=Transition Program 4=EDSP 311 / 1=Consulting Program 1=Parent-to-Parent 2=Practicum Sem. / 1=Center-based Exper. 1=IEP/IFSP Other: own family experience and LINCS / 1=Assessment Plan/Comp. Evaluation	4.2	4.6
2. Ability to translate family-centered principles into practice. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** EDSP 310 / 2=Instructional Program 2=Transition Program 2=EDSP 311 / 3=Consulting Program 4=Parent-to-Parent 1=Practicum Sem. / 2=Center-based Exper. 3=IEP/IFSP Other: home visits / 2=Assessment Plan/Comp. Evaluation	4.2	3.2
3. Ability to identify policies and practices that support/supplant family-centered service delivery. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 3=EDSP 310 / 1=Instructional Program 1=Transition Program 3=EDSP 311 / 1=Consulting Program 3=Parent-to-Parent 2=Practicum Sem. / 1=Center-based Exper. 2=IEP/IFSP Other: own family SRS experience / 2=Assessment Plan/Comp. Evaluation	4.6	4.4
4. Ability to promote the acquisition of knowledge, skills, and confidence of parents to describe their child's strengths and needs. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 1=EDSP 310 / 1=Instructional Program 1=Transition Program 2=EDSP 311 / 2=Consulting Program 3=Parent-to-Parent 2=Practicum Sem. / 2=Center-based Exper. 3=IEP/IFSP Other: 10 yrs. psyho. ther. 10 yrs. spe. educator / 2=Assessment Plan/Comp. Evaluation	4.25	3.0
5. Ability to promote the acquisition of knowledge, skills, and confidence of parents to identify and carry out goals for their child/family. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 1=EDSP 310 / 1=Instructional Program 1=Transition Program 1=EDSP 311 / 1=Consulting Program 3=Parent-to-Parent 2=Practicum Sem. / Center-based Exper. 2=IEP/IFSP Other: LINCS, Parent-to-Parent / 1=Assessment Plan/Comp. Evaluation	4.2	2.8

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Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
6. Ability to coordinate the delivery of multidisciplinary services through collaboration with teams which consist of parents and other professionals (e.g., special educators speech and language pathologists, occupational and physical therapists, medical personnel, and social workers). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework:** 1=EDSP 310; 3=EDSP 311; 1=Practicum Sem.; Other: Pract. Col. Course 1-Team Proj., Jacque's Class **Practicum:** 1=Instructional Program 2=Transition Prog.; 3=Consulting Program 1=Parent-to-Parent; 2=Center-based Exper. 3=IEP/IFSP; 3=Assessment Plan/Comp. Evaluation	3.8	3.6
7. Ability to design early intervention plans that are shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework:** 1=EDSP 310; 3=EDSP 311; 1=Practicum Sem.; Other: Pract./Personal Exper. **Practicum:** Instructional Program 1=Transition Prog.; Consulting Program 2=Parent-to-Parent; Center-based Exper. 5=IEP/IFSP; 1=Assessment Plan/Comp. Evaluation	4.0	3.0
8. Ability to understand the impact of family events on interactions between professionals and family members. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework:** EDSP 310; EDSP 311; Practicum Sem.; Other: Pract./Personal Exper. **Practicum:** 1=Instructional Program 1=Transition Prog.; Consulting Program 3=Parent-to-Parent; Center-based Exper. 1=IEP/IFSP; 2=Assessment Plan/Comp. Evaluation	4.4	3.4
9. Ability to recognize and respond to situations in which the cost of accepting help may outweigh the actual benefits if the help. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework:** 2=EDSP 310; 1=EDSP 311; 1=Practicum Sem.; Other: **Practicum:** Instructional Program Transition Program; Consulting Program Parent-to-Parent; 1=Center-based Exper. 1=IEP/IFSP; Assessment Plan/Comp. Evaluation	4.0	1.0
10. Ability to recognize how the perceptions of immediate/extended family members and friends impact the family. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework:** 2=EDSP 310; 1=EDSP 311; 2=Practicum Sem.; Other: Life & SRS & Com. Ser. Prov., LINCS, 301 **Practicum:** 1=Instructional Program Transition Program; Consulting Program 1=Parent-to-Parent; Center-based Exper. 1=IEP/IFSP; 1=Assessment Plan/Comp. Evaluation	4.25	3.0

BEST COPY AVAILABLE

Intern Evaluation of Personnel Preparation Activities: Family-Centered Service Delivery

Instructions: For each item below please rank the degree to which you perceive each skill to be useful for early interventionists according to the following scale: **1= not useful; 2= somewhat useful; 3= useful; 4= very useful; 5= exceptionally useful.** In addition, for each item rank the amount of opportunity you received on the item according to the following scale: **1= insufficient; 2= somewhat sufficient; 3= sufficient; 4= very sufficient; 5= exceptionally sufficient.**

Family-Centered Service Delivery	Usefulness	Opportunity
11. Ability to define/redefine a professional's role when working with families depending on the situation. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 2=EDSP 310 / 1=Instructional Program 1=Transition Prog. 2=EDSP 311 / 1=Consulting Program 2=Parent-to-Parent 2=Practicum Sem. / 2=Center-based Exper. 1=IEP/IFSP Other:Indep. Study / 1=Assessment Plan/Comp. Evaluation	4.2	3.2
12. Ability to recognize a variety of roles/levels of involvement for families depending on the situation. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 2=EDSP 310 / Instructional Program 1=Transition Prog. 2=EDSP 311 / 1=Consulting Program 2=Parent-to-Parent 2=Practicum Sem. / 1=Center-based Exper. 3=IEP/IFSP Other _____ / 2=Assessment Plan/Comp. Evaluation	4.2	3.8
13. Knowledge about systems, other than the educational system, that families of young children with special needs typically encounter (e.g., respite care, health services, social services, medicaid). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 1=EDSP 310 / Instructional Program Transition Program 1=EDSP 311 / Consulting Program 1=Parent-to-Parent 1=Practicum Sem. / 1=Center-based Exper. IEP/IFSP Other: Pract./Pers. Experience / Assessment Plan/Comp. Evaluation LINCS, 301,302,312/313	4.6	2.3
14. Knowledge of parent's perceptions of professionals (their role, do's, don'ts). Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 2=EDSP 310 / Instructional Program Transition Program 2=EDSP 311 / 1=Consulting Program Parent-to-Parent 3=Practicum Sem. / Center-based Exper. IEP/IFSP Other: Col. Course., 301 / 1=Assessment Plan/Comp. Evaluation	3.4	2.6
15. Ability to define/redefine the term "support" based upon individual family coping styles and circumstances. Which program component(s) provided you with the opportunity to begin developing competence in this area (circle all that apply)? **Coursework** / **Practicum** 2=EDSP 310 / 1=Instructional Program 1=Transition Prog. 2=EDSP 311 / 1=Consulting Program 2=Parent-to-Parent 2=Practicum Sem. / 1=Center-based Exper. 1=IEP/IFSP Other: 301 / 1=Assessment Plan/Comp. Evaluation	4.25	3.5

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Part II

Please identify 3 experiences you had this year that you feel have helped you more clearly understand what it means to be a family-centered professional.

Comprehensive evaluation process.

Home visits.

Working with one family in particular to design IEP goals, set up service delivery plan, and meeting child's needs and parent's needs.

Meeting a variety of parents that have been raising children with handicaps and sharing my experiences with them within educational nuclear.

My experiences in 2 coursed ("Ethics" and Susan Hagagi's) of being "confirmed" in my assement of old ways of special education delivery and the need for new ways of doing this- i.e. family centered practice.

The horrible experience I had in my second practicum site where family centered practice is defer.

Parent-to-parent prac.

Prac. site.

Home visit for prac experience

Classes, seminar-constantly.

311

Practicum.

Parent-to-parent.

Please list 3 recommendations for changing the EEE/Infant program related to the preparation of family-centered early interventionists.

This topic was mentioned in every single class and sometimes became quite repetitive. It should be used in context of what the course is dealing with rather than being thrown in as part of a course.

What is the curric. course about-we did a little of everything rather than really focusing on on a topic and getting a great deal of useful info. from it.

Very improtant to take into consideration each student's present level of experience and knowledge and excuse them from repeating and give opportunities for them to make better use of time and energy.

The Parent-to-Parent part of the Practicum was very unnecessary for me and a great hardship to my family.

Delete practicum seminar (-too many added hours and very thin return,or give full 30 for it.)

Since it was so difficult to find me a Parent-toParent family-and then the one found wasn't so needy, why not be more flexible? I would have liked to pick my own family to work with. Specifically, a family I had begun a relationship with, but then school took away my time to spend with their kids.

Need to educate students to know signs of stress (of abuse etc) so that proper referral can be made or interventionist knows how to listen and respond.

Briefly discuss the extent to which the Parent-to-Parent experience differed from other practicum experiences as it relates to your development as a family-centered early interventionists.

It was very family focused rather than child focused.

It dealt with some very personal issues-felt less like a "professional".

I question the reality of this piece in the fact that this type of set-up is unrealistic. No teacher/ early interventionist can spend five hours a week with a family. Is there some way to make it more real. We need to learn to meet family's needs in a way that will be useful in the future. For example, I would not be a baby-sitter, or person take family food shopping, etc... how would I be able to help the family meet these needs.. we should practice these things.

The gift of Parent-to-Parent for me was meeting Debbie and then my entry into LINCs. Since my professional affiliation with SRS had a parent-to-parent component the parent to parent experience was redundant otherwise, of it is an abuse of family centered philosophical practice to mistreat one's own family or ruin one's own health in order to accommodate a preconceived plan-right?

Much too much repitition in the program.

More support and supervision is need.

No opportunity to finalize experience or to evaluate midterm or second semester experience.

Frustrating.

I felt that my Parent-to-Parent experience was not worthwhile. I was with a family who only "needed: me for child-care, and certainly could have paid for a baby-sitter. Also, 3 hours a week should be the absolute maximum required. Journal-if its going to be required we ought to get feedback on it.

Because our logs were taken and kept for months, then returned I'm very resentful of having to transcribe-also I lost the flow when my log was taken-In my district I visit families frequently and am invested in a family centered approach.

Spring 1990

TRAINEE EVALUATION OF OVERALL EEE TRAINING PROGRAM

		Usefulness	Amount of Training
1.	Knowledge of the stages and sequences of sensorimotor, cognitive, motor, language, and socioemotional development in young children, and knowledge of handicapping and at risk conditions and their potential impact upon the child and the family.	5.0	3.5
2.	Ability to identify and articulate the "best" practices involved in the development, implementation, monitoring and evaluation of comprehensive, interdisciplinary early intervention service delivery models that address the developmental, educational, and socioemotional needs of young children at risk or with identified handicaps, and their families.	4.75	3.75
3.	Ability to identify, develop, modify, and evaluate curricula that enhance the 1) child's development and skill acquisition through appropriate learning activities and promotion of positive family-child interactions; and 2) family's ability to access and utilize informal and formal resources, provide appropriate caregiving, and promote mutually satisfying family-child relationships.	5.0	3.75
4.	Ability to plan, develop, implement, monitor and evaluate IFSPs/IEPs for young children at risk or with identified handicaps and their families, that are effective in meeting their developmental, educational and social/emotional needs.	5.0	3.25

5.	Ability to develop and implement a comprehensive child find system, including procedures for promoting community awareness and interagency referrals. The child find system will also include appropriate screening measures and a tracking system for identifying and monitoring young children at risk or with handicaps.	5.0	3.0
6.	Ability to administer state approved assessment instruments (both standardized tests and ecological assessment in the home) to determine SEA regulations. In addition, trainees must demonstrate their ability to administer and interpret the results of other formal and informal assessment used for IFSP/IEP's development and evaluation.	5.0	3.25
7.	Ability to analyze the family ecology to identify those developmental, psychosocial and environmental stimuli affecting parenting, social interactions and family relationships.	4.5	1.75
8.	Ability to provide technical assistance, consultation and training as part of a transdisciplinary team providing family focused services to young children at risk or with identified handicaps.	5.0	3.5
9.	Ability to coordinate the delivery of multi-agency services through collaboration with transdisciplinary teams consisting of parents, special educators, speech and language pathologists, and health care, mental health, and social services providers for planning, developing, implementing and evaluation IFSP/IEPs for young children at risk or with identified handicaps.	5.0	3.75

10. Ability to identify federal, state and local policies and describe their impact upon: 1) current local practices for providing family focused services, and 2) implementation of "best practices" for young children at risk or with handicaps, and their famlies. Trainees will also be able to coordinate the dcevelopment, implementation, and evaluation of local early intervention programs.	4.5	3.0

Spring 1992

TRAINEE EVALUATION OF OVERALL EEE TRAINING PROGRAM

		Usefulness	Amount of Training
1.	Knowledge of the stages and sequences of sensorimotor, cognitive, motor, language, and socioemotional development in young children, and knowledge of handicapping and at risk conditions and their potential impact upon the child and the family.	4.75	3.25
2.	Ability to identify and articulate the "best" practices involved in the development, implementation, monitoring and evaluation of comprehensive, interdisciplinary early intervention service delivery models that address the developmental, educational, and socioemotional needs of young children at risk or with identified handicaps, and their families.	4.25	3.75
3.	Ability to identify, develop, modify, and evaluate curricula that enhance the 1) child's development and skill acquisition through appropriate learning activities and promotion of positive family-child interactions; and 2) family's ability to access and utilize informal and formal resources, provide appropriate caregiving, and promote mutually satisfying family-child relationships.	4.75	3.75
4.	Ability to plan, develop, implement, monitor and evaluate IFSPs/IEPs for young children at risk or with identified handicaps and their families, that are effective in meeting their developmental, educational and social/emotional needs.	4.7	3.3

5.	Ability to develop and implement a comprehensive child find system, including procedures for promoting community awareness and interagency referrals. The child find system will also include appropriate screening measures and a tracking system for identifying and monitoring young children at risk or with handicaps.	4.5	2.5
6.	Ability to administer state approved assessment instruments (both standardized tests and ecological assessment in the home) to determine SEA regulations. In addition, trainees must demonstrate their ability to administer and interpret the results of other formal and informal assessment used for IFSP/IEP's development and evaluation.	4.25	3.25
7.	Ability to analyze the family ecology to identify those developmental, psychosocial and environmental stimuli affecting parenting, social interactions and family relationships.	4.5	3.6
8.	Ability to provide technical assistance, consultation and training as part of a transdisciplinary team providing family focused services to young children at risk or with identified handicaps.	4.25	2.75
9.	Ability to coordinate the delivery of multi-agency services through collaboration with transdisciplinary teams consisting of parents, special educators, speech and language pathologists, and health care, mental health, and social services providers for planning, developing, implementing and evaluation IFSP/IEPs for young children at risk or with identified handicaps.	5.0	3.75

10. Ability to identify federal, state and local policies and describe their impact upon: 1) current local practices for providing family focused services, and 2) implementation of "best practices" for young children at risk or with handicaps, and their famlies. Trainees will also be able to coordinate the dcevelopment, implementation, and evaluation of local early intervention programs.	4.5	4.0

Summer 1991

LABEL HERE

INSTRUCTOR EVALUATION FORM

Department: Special Education Instructor: Capone Course: EDSP 311

Directions to Students: On each line circle the number which seems to you the most appropriate for the instructor you are rating. The highest possible rating for an item is 5, the lowest is 1, with 3 gradations between. To aid you in making your marking, note the three descriptions for each item, one at the left for the best rating, one at the right for the poorest rating, and one in the middle for the average rating.
DO NOT SIGN YOUR NAME PLEASE RATE EACH ITEM HONESTLY.

1. Objectives Clarified by Instructor

5 (9)	4 (2)	3	2	1
Objectives clearly defined		Objectives somewhat vague or indefinite		Objectives very vague or given no attention

Average: 4.82

2. Organization of Course

5 (10)	4 (1)	3	2	1
Course exceptionally well organized; subject matter agreement with course objectives		Course satisfactorily organized; subject matter fairly well united to objectives		Organization very poor; subject matter frequently unrelated to objectives

Average: 4.91

3. Knowledge of Subject

5 (11)	4	3	2	1
Is well informed.; shows wide background		Background seems limited		Does not know material

Average: 5.0

4. Interest in Subject

5 (10)	4 (1)	3	2	1
Alert, interested, radiates natural enthusiasm		Mildly interested		Subject seems to bore him

Average: 4.91

5. Assignments

5 (7)	4.5 (1)	4 (3)	3	2	1
Clear, reasonable, coordinated with class work			Occasionally indefinite and unrelated to class work		Confused, often made late, with no relation to the work of the course

Average: 4.82

6. Ability to Arouse Interest

5 (9)	4 (2)	3	2	1
Interest among students usually runs high		Students seem only mildly interested		Majority of students inattentive most of the time

Average: 4.82

7. Skill in Guiding the Learning Process

5 (9)	4 (2)	3	2	1
Gives student opportunity to think and learn independently, critically, and creatively		Gives student some opportunity to develop his academic resources on his own initiative		Little or not attention to student ideas; ignores or discourages original and independent effort

Average: 4.82

8. Presentation of Subject

5 (9)	4 (2)	3	2	1
Understandable, interesting and effective		Fairly understandable and interesting		Is vague, involved and monotonous

Average: 4.82

9. Fairness in Grading

5 (11)	4	3	2	1
Fair and impartial; grades based on several evidences of achievement		Partial at times, grades based on a few evidences of achievement		Frequently shows partiality, grades based very limited evidences of achievement

Average: 5.0

10. Willingness to Help

5 (11)	4	3	2	1
Instructor willing to help students		Instructor usually willing to help students		Instructor unwilling to help students

Average: 5.0

11. Attitude Toward Students

5 (11)	4	3	2	1
Shows a positive interest and ready friendliness toward the students		Usually courteous, friendly and agreeable		Frequently disagreeable and overbearing

Average: 5.0

12. Personal Attention to Student Product

5 (10)	4 (1)	3	2	1
Gives close personal attention to and recognition of students' product: examination, term paper, theme, notebook		Reads students' papers but does not comment generously or helpfully		Invariably pushes reading and judgments off onto reader or assistant; reads students' work superficially

Average: 4.91

13. General Estimate of the Teacher

5 (11)	4	3	2	1
Very superior teacher		Average teacher		Very poor teacher

Average: 5.0

14. General Estimate of the Course

5 (6)	4 (5)	3	2	1
One of the most interesting, informative, useful, personally helpful courses		About average in interest, usefulness, etc.		One of the least interesting informative, useful, personally helpful courses

Average: 4.55

OPEN ENDED QUESTIONS
EDSP 311 - Capone

1. **What to you were the most beneficial aspects of this course?**

- Access to different types of screening instruments
- All of the resources given to the class

- the opportunity to do the things we were being taught to do - screening, comp. eval.
- working with families
- intro. to many different assessment tools
- resources given

- the readings
- the assignments

- developing an evaluation plan and administering a screening device helped to clarify subject matter

- clarifying eval. process - the whole picture involving family-centered, whole child, ongoing
- getting to know new tools

- positive and negative aspects of each assessment tools (for 0-3), allowed to show our bias.
- helpful working with at least one other person - this enabled us to bounce ideas off of each other

- covered a wide range of tests

- learned about available tests
- will be useful information

- instructor's knowledge and involvement in the field

- excellent facilitation of class discussion and presentation of material
- it was nice to work in teams for two of the projects

- abundance of resources; up to date info.
- change to practice using tests and learn about others
- expand ideas on use of comp. eval. and comp eval. report writing
- new perspectives on family in assessment process

2. **What aspects of the course do you feel should be improved upon or deleted? Please indicate reason for improvement or deletion.**

Wish readings could be discussed more in class
more discussion and less lecture, if possible

Perhaps have one major project to work on throughout the semester and/or an exam. The six weeks was a very short amount of time for three projects (especially coordinating with students from many areas). However, the projects were very interesting and it was fun to work in teams.

More input from families

Assignments could have been more clearly defined in handouts

I enjoy having parents come in. Maybe having a parent discuss in more detail their perceptions of the evaluation plan.

3. **Do you feel that additional activities should be added to the course? If so, please indicate these activities.**

Glossary of terms, abbreviations and the differences/similarities between

Well done.

Useful to have assignments discussed before last class, with other students to share the process.

4. **Would you recommend this course to other students? Why?**

Yes! Very useful practice and informative.

Yes - Very informative.

Yes, if they were interested in young children and the assessment process.

Yes, is excellent information for all Early Ed. people.

Yes. The course was very informative and also allowed me the opportunity to experience a wide range of testing instruments.

Yes, I already have. I feel that this course has changed my direction to a more family-centered approach during the ongoing assessment process. Very important!

Yes.

Yes, It should be required of educators in general and K-12 prospective educators in particular. (Some form of the course) - so that the educators would have exposure to the information about EEE and intervention.

Definitely - especially as an intro. to the program and philosophies associated with (family-centered, whole child approach).

Yes. I felt it gave a good basic background to the assessment process.

8/10/92

MICROTEST SURVEY

Frequency Tabulation

EDSP 311 - Capone

Total Respondents: 8

Response Set:		Response Weight:	
A	= Excellent	A	= 05
B	= Good	B	= 04
C	= Satisfactory	C	= 03
D	= Fair	D	= 02
E	= Poor	E	= 01

		Missing	N	Mean	SD	MDN
1)	OBJECTIVES CLARIFIED BY INSTRUCTOR					
	Total f: 6 1 1		8	4.63	0.74	5.0
	Total %: 75.0 12.5 12.5					
2)	ORGANIZATION OF COURSE					
	Total f: 8		8	5.00	0.00	5.0
	Total %: 100					
3)	KNOWLEDGE OF SUBJECT					
	Total f: 8		8	5.00	0.00	5.0
	Total %: 100					
4)	INTEREST IN SUBJECT					
	Total f: 8		8	5.00	0.00	5.0
	Total %: 100					
5)	ASSIGNMENTS					
	Total f: 4 2 2		8	4.25	0.89	4.5
	Total %: 50.0 25.0 25.0					
6)	ABILITY TO AROUSE INTEREST					
	Total f: 7 1		8	4.88	0.35	5.0
	Total %: 87.5 12.5					
7)	SKILL IN GUIDING THE LEARNING PROCESS					
	Total f: 6 2		8	4.75	0.46	5.0
	Total %: 75.0 25.0					
8)	PRESENTATION OF SUBJECT					
	Total f: 7 1		8	4.88	0.35	5.0
	Total %: 87.5 12.5					
9)	FAIRNESS IN GRADING					
	Total f: 5 2	1	7	4.71	0.49	5.0
	Total %: 71.4 28.6					

				Missing	N	Mean	SD	MDN
10)	WILLINGNESS TO HELP							
	Total f:	7	1		8	4.75	0.71	5.0
	Total %:	87.5	12.5					
11)	ATTITUDE TOWARD STUDENTS							
	Total f:	5	1	1	7	4.57	0.79	5.0
	Total %:	71.4	14.3	14.3				
12)	PERSONAL ATTENTION TO STUDENT PRODUCT							
	Total f:	5	2	1	7	4.71	0.49	5.0
	Total %:	71.4	28.6					
13)	GENERAL ESTIMATE OF THE TEACHER							
	Total f:	5	3		8	4.63	0.52	5.0
	Total %:	62.5	37.5					
14)	GENERAL ESTIMATE OF THE COURSE							
	Total f:	4	3	1	7	4.57	0.53	5.0
	Total %:	57.1	42.9					

EDSP 311
Summer, 1992
Angela Capone

1. What to you were the most beneficial aspects of this course?

The information given us on current research, as compiled by the instructor; the assessment tools we can use in intervention.

Notebook was exceptionally well organized - very beneficial to have assignments right up front.

In class group experiences.
Chance to use knowledge and solidify learning.

Variety of assessments looked at and discussed. Purposes they are used for, etc.

The course helped me realize how much more there is to learn and become excited about learning more.

The chance for "hands on" experiences with assessment tools and the foundation that was laid beforehand.

Information was very useful and applicable to my work.

2. What aspects of the course do you feel should be improved upon or deleted? Please indicate reason for improvement or deletion.

She needs to clarify her assignments better and provide sample work. I felt the assignments were nebulous at times.

None.

Improvement in clarity of assignments

Discussion of Projects should be done earlier in course to allow more time for completion

More time to complete projects requiring coordination with a child and parents

Examples of parent interview a comprehensive would have been beneficial.

Sorry - no suggestions for improvement or deletion, except more information earlier in the course so projects can be started sooner (problem of a 6 week course)

EDSP 311 - continued

3. Do you feel that additional activities should be added to the course? If so, please indicate these activities.

No - not for a 6 week period

An example of comp. eval. done in the class and with the class.

No - course is full for time allotted.

Information on doing comprehensive report given earlier in course.

Absolutely not - there was a lot to work on.

4. Would you recommend this course to other students? Why?

Yes!!! Informative, encouraging, lots to build on, good resources to take with me, practical and theoretical nicely balanced.

Yes

Absolutely - anyone interested in working with infants in a professional capacity should look into this course.

Yes, anyone involved with young children should know some of this information (especially value of observations)

Yes - It gave me an excellent foundation in assessment and evaluation of infants and really helped me to look at tools with a more critical eye than before.

Yes. It is useful, fun and informative.